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ABSTRACT

This introductory Spanish course guide is intended to be used by classroom teachers in the primary grades. The course and materials are designed for teachers who may not have had any background in the foreign language; the tapescript of each lesson is therefore highly structured. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. The materials have been organized into four units (Introduction, Colors, Numbers, and Body/Clothing), and each unit is divided into lessons with two levels of material, one for kindergarten and the other for grades 1, 2, or 3. In addition to the teaching guidelines and tape scripts, visual and worksheet-type materials, which are suitable for duplication, are included in each unit. (Author/AMH)

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ED207343

Introduction to Spanish:

COLORS, NUMBERS, and BODY/CLOTHING

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FL 012 537

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
April 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

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The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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INTRODUCTION TO SPANISH
Kindargarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. Students will comprehend the spoken question *¿Cómo te llamas?* and respond with *me llamo* and their names.
2. Students will comprehend the spoken words *buenos días* and *adíos* and speak and use them appropriately.
3. Students will recognize Mexico on a map and know that Spanish is spoken there.
4. Students will comprehend, say, and use appropriately *señor*, *señorita*, and *señora*.
5. Students will understand the concept of language and will demonstrate this by participating in a discussion of language and by completing appropriate exercises.
6. Students will comprehend, speak, and use *sí*, *no*, and *gracias*.
7. Students will comprehend the spoken question *¿Cómo estás?* and respond with either *muy bien, gracias* or *no muy bien*.

Grades One, Two, or Three: The students will achieve the objectives defined above, with the following changes:

1. The students will use the spoken question *¿Cómo te llamas?* as well as comprehend and respond to it.
3. The students will, beyond recognizing the country of Mexico on a map and knowing that Spanish is spoken there, locate other Spanish-speaking countries in South America, the Carribean, Europe and Central America.
7. The students will comprehend the spoken question *¿Cómo estás?* and respond with *muy bien*, *no muy bien* or *así así*.

Kit Contents

Kindergarten: Tapes and directions for 6 lessons teaching greetings, responses, questions, and answers

Material for the study of language
Songs (tapes and scripts)
Games
Visual Aids
Teaching Guidelines

Grades One, Two, or Three:

Tapes and directions for 7 lessons teaching greetings, responses, questions, and answers, and the components listed above

Activities

º indicates materials and/or activity are included in Kit.

Kindergarten:

1. Songs *Fray Felipe* and *Buenos Días* º
2. Game Charades º
3. Game *Sí* or *No* º
4. Story *Fray Felipe* º
5. Puppet worksheets to color and cut out º
6. Body language activities º

Grades One, Two, or Three: Numbers 1 through 4 above plus:

1. Student skit
2. Taping students' voices

Materials

º indicates materials and/or activity are included in Kit.

Kindergarten:

1. Map of world
2. Map of Mexico
3. Cue cards for Charades º
4. Visuals for game *Sí* or *No* º
5. Happy face, sad face visuals
6. Script for songs *Fray Felipe* and *Buenos Días* º
7. Tape recorder
8. Story *Fray Felipe* º
9. Worksheets of puppetsº, paste, scissors, crayons, markers

10. Cardboard box for puppet stage, cloth, string
11. Two puppets (Pablo and Anita)

Grades One, Two, or Three: Numbers 1 through 11 above, plus "so-so" face visual

Optional Activities

Grades One, Two, or Three: Body language activities
Story of *Fray Felipe*

GENERAL GUIDELINES

SPECIAL NOTE: This unit is unique in that it sets the stage for the entire program. This tape has considerable English on it by way of introduction, but, after reading the script, if you prefer, you may substitute your own questions and your own material for what is suggested.

IN THE CLASSROOM: It is suggested that the material in the introductory lessons be repeated as often as necessary and possible. Repetition, reinforcement, and use are the key elements in language learning. To this end we recommend the following:

A. *Integrate as many Spanish words and expressions from the lessons as possible into the classroom throughout the day.* This is quite easy to do with greetings --hello, goodbye, how are you, what's your name, shaking hands--and yes and no. Repeated *hearing* and *use* are the best ways to learn a language. With your repeated use of these words and expressions, the students will also start to use them. And, as an added bonus, you too will be acquiring a new vocabulary!

B. *Establish at least a 5-minute "warm-up" before each Spanish class.* The warm-up gets students "tuned in" to hearing Spanish and is an ideal way to review. Ask students, for example, if they are a *señor* or a *señorita*. Shake hands and say *buenos días*. Ask their names and/or how they are. Encourage them to do this with one another. These warm-ups are not indicated in every lesson plan, but it is assumed that you will do them.

C. *Create a Spanish atmosphere in the room, if possible.* Any Spanish posters, pictures, items from Spanish-speaking countries, a Spanish learning center, bulletin boards with maps, brochures, Spanish comic books, cartoons, etc., will all enhance the students' "Spanish experience."

SONGS AND MUSIC: Several songs on tape with a written script are included. If you sing or play the piano or guitar, you may want to do the teaching yourself, using the tape only for pronunciation. Songs are an excellent way to practice pronunciation, especially for the hesitant learner. In addition to the songs in the lessons, the words, scripts, and/or tapes of additional songs may be obtained for your use or that of an interested music teacher in the school. On the tapes, each song is sung in its entirety, repeated line by line with pauses for student repetitions, then sung through once more.

VOCABULARY

A TEACHING HINT: The vocabulary below is on tape and mainly for the teacher's use. It includes most of the vocabulary items in the unit and should be used by the teacher as an aid for pronunciation practice. It is suggested that the teacher work with this list and tape before beginning the lessons in class.

KINDERGARTEN

A. Student

Good morning or Good day	Buenos días	(booAY-nohs DEE-ahs)
Good afternoon	Buenas tardes	(booAY-nahs TAHR thays)
Goodbye	Adiós	(ah-thee-OHS)
My name is	Me llamo	(may YAH-moh)
Very fine	Muy bien	(mooEE beeAYN)
Thanks	Gracias	(GRAH see ahs)
Not well	No muy bien	(noh mooEE beeAYN)
Mister	Señor	(say-NYOHR)
Miss	Señorita	(say-nyoh-REE-tah)
Mrs.	Señora	(say-NYOH-rah)
Yes	Sí	(see)
No	No	(noh)

B. Teacher

Good	Bien	(beeAYN)
What is your name?	¿Cómo te llamas?	(KOH-moh tay YAH-mahs)
How are you?	¿Cómo estás?	(KOH-moh ays-TAHS)

This is	Es	(ays)
Mexico	Mexico	(MAY-hee-koh)
Stand up (plural) (Get up)	Levántense	(lay-VAHN-tayn-say)
Sit down (plural)	Siéntense	(see-AYN-tayn-say)
Answer (plural)	Contesten	(kohn-TAYS-tayn)
Repeat (plural)	Repitan	(ray-PEE-tahn)

Grades One, Two, or Three: The above, plus the following:

A. Student

So-so	Así, así	(ahSEE ahSEE)
And you?	¿Y tú?	(ee TOO)

B. Teacher

Very much	Muchas	(MOO-chahs)
You're welcome	De nada	(day NAH-thah)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:
1. World map
2. Map of North America
3. Map of Mexico
4. Puppet (Pablo) and "stage"

Grades One, Two, or Three:
1. Numbers 1 through 3 above plus:
2. Worksheets (as desired by teacher)
3. Dittoed map of Mexico for each student

LESSON 1 GUIDELINES

1. LANGUAGE: The children will be introduced to the concept of language, more specifically the Spanish language. Urge them to discuss what language is and to be aware of all the forms language takes: oral, sign, body, and written. The following might occur in your discussion of language:

   a. Language is the way people communicate or talk to each other. Right now we are using our language to talk to each other. That language is English.

b. Ask them if they know any other languages. Thanks to "Sesame Street" and "Mr. Rogers," some may know some words in Spanish and French already. Let them show you what they know.

c. Then you can tell them that they all know another language-body and sign language. They are constantly telling people things about themselves by things their bodies do. When they are happy, for example, their body does things that tell us this, i.e., clap hands, jump up and down, open their eyes wide, laugh, smile, shout. When they are sad, their body may droop, slouch, cry, have a sad look. Ask them for other examples.

d. Enclosed is a list of emotions, feelings and situations to help the class understand this. Have them act these out without words.

e. Tell them that it is a good thing to have this other language because it helps us communicate to our mothers, fathers, friends, relatives and teachers how we feel. So, the more languages we know, the better off we are - we can communicate (talk to) better with more people.

f. If yours is a group that travels considerably and may have exposure to other cultures and countries, by all means discuss possibilities for actually using the Spanish language they are going to learn and the knowledge of Mexico. However, a note of caution here: Use this approach only when you have a group where the possibility of their traveling is actually a reality. The communicative approach is more universal.

2. MAPS: It is important to locate the target country's position with respect to the United States, more specifically the state in which you live. Directions include locating the United States with regard to Mexico and Canada, two neighbors who speak a different language. On a world map, the countries throughout the world where Spanish is spoken should be outlined. Older children enjoy and can grasp map work perhaps better than younger ones. Therefore, your use of maps should be at your discretion, depending on the readiness level of your students.

3. HANDSHAKE: Shaking hands is done by everyone in Mexico - children and adults. When friends or relatives, men and women, meet each other, they shake hands. Encourage the children to shake hands with each other when they meet in the classroom. It would be helpful if you were to greet them at the door when they enter the room with a handshake and a cheery buenos días.

4. The song Fray Felipe is played through once for students to listen, a second time for line by line repetition, and then a third time all the way through.

5. It would be helpful if a sort of "stage" could be created for Pablo and Anita, the Spanish-speaking puppets, to perform on. A cardboard carton with one side cut out and a piece of cloth on a string attached halfway up would suffice. Perhaps the children would enjoy decorating the "stage."

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Today you are going to begin learning about another country and other people. You are also going to learn to say some words in another language. Who can tell us what a language is?	
Stop Tape Discussion of language.		
Start Tape	Now let's talk about different kinds of language. What language are we speaking right now? (60-second pause for response) That's right. We are speaking English, and that is what most people speak in the U.S. Look at the map and your teacher will show you a country called Canada. Canada is one of our neighbors. In Canada people speak French and English. (pause) Look again and you will see a country to the south called Mexico. (pause) People there speak Spanish. And that is the language you are going to learn and talk about. Spanish is also spoken many other places. One is a country called Spain. Let's find Spain on the map your teacher will show you.	English, etc.
Stop Tape Show Spain on world map so they can see relation to U.S. Then show map of Mexico.		
Start Tape	Now let's meet Pablo. He has something to say to you. Pablo, Pablo...	
Have Pablo enter, looking around, stumbling. He trips just as he enters stage.	Buenos días, buenos días. Clase, repitan: Buenos días. Buenos días.	Buenos días. Buenos días.
	Pablo is going to teach you a Spanish song called Fray Felipe. If you already know it, just sing along and help teach your friends.	

Tape Script - Kindergarten - Lesson 1 - Cont. (2)

Teacher Instructions	Script	Student Response
Song is on tape in its entirety, then line by line with pauses for repetition by class.	First time	Students listen.
	Second time	Students repeat line by line.
	Third time	Sing again together.
Stop Tape		
You may want to repeat song several times.		
Start Tape	Pablo is leaving now. Let's listen to how he says goodbye.	
Pablo waves.	Adiós, adiós, adiós.	
	Class, say goodbye to Pablo: Adiós.	Adiós.
Stop Tape		
Take Pablo off stage. Verify that students know meaning of adiós. Tell them that Pablo will return the next time they have Spanish.		

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script
Start Tape	Today you are going to begin learning about another country and another group of people. You are also going to learn to say some words in another language. Who can tell us what a language is?
Stop Tape Discussion of language.	
Start Tape	Now let's talk about different kinds of language. What language are we speaking right now? (60-second pause for responses) That is right. We are speaking English, and that is what most people speak in the United States. Do you speak any other languages?
Stop Tape Discuss different kinds of languages.	
Start Tape	Now let's look at the map and your teacher will show you a country called Canada. (pause) In Canada people speak French. Look again and you will see a country to the south called Mexico. (pause) People there speak Spanish. Have any of you ever visited Mexico and heard Spanish being spoken? (pause) That is the language you are going to learn and talk about. Spanish is also spoken in many other places. One is a country called Spain. Let's find Spain on the map your teacher will show you.
Stop Tape Show Spain on world map so they can see its relationship to the U.S. Then show map of Mexico itself.	
Start Tape	Spanish is also spoken in other countries besides Mexico and Spain. Won't you repeat them after me? Cuba Dominican Republic Panama El Salvador Nicaragua Honduras Guatemala Cuba Dominican Republic Panama El Salvador Nicaragua Honduras Guatemala

Tape Script - Grades 1, 2, or 3 - Lesson 1 - Cont. (2)

Teacher Instructions	Script	Student Response
	Costa Rica	Costa Rica
	Bolivia	Bolivia
	Colombia	Colombia
	Venezuela	Venezuela
	Uruguay	Uruguay
	Paraguay	Paraguay
	Ecuador	Ecuador
	Peru	Peru
	Argentina	Argentina
Start Tape	Now let's learn some Spainsh!	
Put hands to ears to indicate meaning. Wave or indicate that this is a greeting meaning "hi."	Escuchen: Buenos días. Buenos días.	
Point to mouth.	Repitan: Buenos días. Buenos días. Buenos días.	Buenos días. Buenos días. Buenos días.
	Spanish-speaking people say this whenever they meet someone. They also do something - watch your teacher:	
Stop Tape Select one student and shake hands and say buenos días as you are doing it. Do this to several students until they start responding with buenos días and a handshake. Encourage them to practice this now with each other.		
Start Tape	We also say something when we leave. It's: Adiós. Adiós.	
	Repitan: Adiós. Adiós. Adiós.	Adiós. Adiós. Adiós.

Stop Tape: Have students practice saying buenos días and adiós.

MATERIALS NEEDED FOR LESSON 2

Kindergarten:
1. Story of Fray Felipe
2. Visuals of Fray Felipe
3. Puppet - Pablo
4. Stage for Pablo

Grades One, Two, or Three:
1. Numbers 3 and 4 above
2. Script and music for song Buenos Días

LESSON 2 GUIDELINES

Kindergarten:

1. Read story of Fray Felipe to students.

2. Students will shake hands with Pablo and with each other. Explain to class that shaking hands is done by everyone in Mexico, children and adults as well. Children shake hands when they meet each other on the street, in school, with their relatives, etc. Encourage them to shake hands with each other.

3. After the class learns to answer the question ¿Cómo te llamas?, verify this by using it yourself in class to get them to say their name.

Grades One, Two, or Three:

1. This lesson will involve review and drills for saying buenos días while shaking hands. It would be helpful and excellent reinforcement if you would stand at the door and greet the children as they enter with a handshake and a cheery buenos días. Encourage them to do likewise with each other.

2. The tapes from this lesson on will use the standard directions escuchen and repitan. Use these also as much as possible in the classroom. The students are not required to say these words, just understand their meaning and perform the task.

3. Puppets: It would be helpful if a sort of "stage" could be created for Pablo and Anita, the Spanish-speaking puppets, to perform on. A cardboard carton with one side cut out and a piece of cloth on a string attached halfway up would suffice. Perhaps the children would enjoy decorating the "stage."

4. Song: The song Buenos Días is introduced in this lesson. It will be repeated through in its entirety the first time. Second time will be line by line with a pause after each for student repetition. The third will be in its entirety for students to sing along.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape		
Pablo arrives and speaks.	Buenos días. Buenos días.	Buenos días.
Stop Tape Take Pablo around to all students and shake hands and say buenos días as you are doing it. Encourage students to respond to Pablo with buenos días and a handshake.		
Start Tape		
Have Pablo point to himself as he says his name.	Eschuchen:	
	Me llamo Pablo. Me llamo Pablo. Me llamo Pablo.	Listen.
	Clase, repitan: Me llamo. Me llamo.	Me llamo. Me llamo.
Stop Tape		
"What do you think Pablo just said?" Verify they know what it means and ask individually. Have individuals say Me llamo plus their names.		Pablo, his name, my name is Pablo, etc.
Start Tape	Pablo is leaving now. Adiós.	Adiós.
Stop Tape		
Sing song (with or without tape) Fray Felipe.		

Announce to class that they will meet Anita, another puppet, at their next Spanish class.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape	Buenos días, clase.	Buenos días.
	Today there's someone I'd like you to meet. He has something to say to you. This is Pablo.	
Pablo enters, looking around, stumbling. He trips just as he enters stage.	Buenos días, clase.	Buenos días, Pablo.
(In a louder voice.)	Buenos días, clase.	Buenos días, Pablo.
Pablo points to himself as he says this.	Me llamo Pablo. Me llamo Pablo.	
Put hand to mouth to indicate meaning of repitan.	Repitan, clase: Me llamo. Me llamo.	Me llamo. Me llamo.
Stop Tape		
"What do you think Pablo just said?" Verify they know what it means. Ask individually for them to give their names. Start by saying yourself: Me llamo (Señorita, Señora, or Señor __________). last name		
Start Tape	Now let's learn a Spanish song that has a word in it you have already learned. Listen and see if you can hear that word.	
Stop Tape		

Song Buenos Días is on tape following usual procedure for songs: After tape is through, you may, if desired, stop the tape and practice singing the song a few times. This is quite good sung in a round. Also, be certain you explain what the song means in English.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Two puppets
2. Stage for puppets
3. Puppet pattern and material
4. Paper bags, crayons, markers, scissors, etc.

Grades One, Two, or Three: Same as above, if puppets are used

LESSON 3 GUIDELINES

Kindergarten:

1. This lesson will involve review and drills for saying buenos días while shaking hands, plus giving their names in Spanish. It would be helpful and excellent reinforcement if you would stand at the door and greet the children as they enter with a handshake and a cheery buenos días. Encourage them to do likewise with each other.

2. New in this lesson are the terms for Mr., Miss, Mrs. Explain the difference between them and when to use each one. Again, it would be extremely helpful if you would address the students as señor or señorita and encourage them to call you whichever is appropriate.

3. The tapes from this lesson on will use the standard directions escuchen and repitan. Use these also as much as possible in the classroom. The students are not required to say these words, just understand their meaning and perform the task.

4. The second puppet, a girl named Anita, is introduced in this lesson. This gives a vehicle for dialogue and questions and answers.

5. Puppet Worksheet (Paper bag puppets): Have students color and cut out puppet. See instructions on V-3. Then the students can slip paper puppet on their hand and role play.

Grades One, Two, or Three: See numbers 4 and 5 above.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape		
Pablo speaks.	Buenos días, clase.	Buenos días, Pablo.
Pablo speaks in a louder voice to elicit better response from students.	Buenos días, clase.	Buenos días, Pablo.
Pablo sees Anita coming on stage.	Buenos días, señorita.	
In a louder voice.	Buenos días, señorita.	
Anita replies as puppets shake hands.	Buenos días, señor. Buenos días, señor.	
	Clase, repitan:	
Point to Pablo.	Buenos días, señor. Buenos días, señor.	Buenos días, señor. Buenos días, señor.
Point to Anita.	Buenos días, señorita. Buenos días, señorita.	Buenos días, señorita. Buenos días, señorita.

Stop Tape: Have students practice saying Buenos días, señor and Buenos días, señorita to each other. You may point to the puppet Pablo and ask how they would greet him. Point to the puppet Anita and ask how they would greet her. Additional verification: Tell them to think about what señor and señorita mean. When you are grown, which one would be used for you? All who think they will be a señor, levántense (stand up). All who think they will be a señorita, levántense. All who think they will be a señorita, siéntense. Here is a good time to explain señora (Mrs.) if you will need to use it in class (if you are a señora).

Start Tape	Me llamo Pablo. ¿Cómo te llamas?	
Ask class, "What do you think they are saying? Let's listen again."	Me llamo Anita.	
	Buenos días. ¿Cómo te llamas?	

Stop Tape: Have students practice saying their names after you give the question ¿Cómo te llamas? (Be sure, of course, they know what that means.) Drill several times with each student.

ACTIVITY: Color and make paper bag puppets and role play with them. Practice saying buenos días, señor or señorita, and giving their names.

Say: "Adiós, clase."		Adiós, señorita (or whichever is appropriate).

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape	Buenos días, clase.	Buenos días, Pablo.
Pablo to Anita.	Me llamo Pablo. ¿Cómo te llamas?	
Ask class, "What do you think they are saying? Let's listen again."		
	Me llamo Anita. ¿Cómo te llamas?	
	Me llamo Pablo.	
	Clase, repitan:	
	¿Cómo te llamas?	¿Cómo te llamas?
	¿Cómo te llamas?	¿Cómo te llamas?

Stop Tape: Have students practice saying their names after you give the question ¿Cómo te llamas? Drill with each student, if possible. Next set up a little skit with one student and yourself to demonstrate:

1st person: Buenos días.
2nd person: Buenos días. (Students shake hands.)

1st person: Me llamo ____________________. ¿Cómo te llamas?
2nd person: Me llamo ____________________.

1st person: Adiós.
2nd person: Adiós. (Students wave goodbye.)

Have students do this with each other either before the class or in groups at their seats.

ACTIVITY: Make paper bag puppets to resemble Pablo and Anita and have students role play with them doing the above dialogue in Spanish with their friends.

ACTIVITY: Sing Buenos Días.

Say: "Adiós, clase."		Adiós.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. Puppets
2. *Sí* and *no* visuals (It is suggested that these be colored and laminated with clear contact for durability.)

Grades One, Two, or Three: Number 1 above

LESSON 4 GUIDELINES

Kindergarten:

1. Review *buenos días*, *señor*, *señorita*, response to *¿Cómo te llamas?* and song *Fray Felipe*, following the commands *escuchen*, *repitan*, *contesten*.
2. Teach students *sí* (yes) and *no* (no).
3. Play *sí* or *no* (yes or no) game on tape.
4. It would be helpful to reinforce *sí* and *no* by using them in class as often as possible.

Grades One, Two, or Three: Same as above, except students have not been introduced to song *Fray Felipe*.

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape		
Two puppets speaking.	Buenos días, clase.	
	Repitan:	
	Buenos días, Pablo.	Buenos días, Pablo.
	Buenos días, Anita.	Buenos días, Anita.
Stop Tape		
Explain meaning of contesten (answer).	Contesten: ¿Cómo te llamas?	Me llamo _____. (each child gives name)
Start Tape		
Hold up Pablo (Nod your head to indicate yes.)	Eschuchen: ¿Es Pablo? Sí.	
Hold up Pablo.	¿Es Pablo? Sí.	
Hold up Pablo. (Shake head no.)	¿Es Anita? No.	
Hold up Pablo.	¿Es Anita? No.	
Hold up Anita.	¿Es Anita? Sí.	
Hold up Pablo.	¿Es Pablo?	
	Repitan: Sí.	Sí.
Hold up Pablo.	¿Es Pablo? Repitan: Sí.	Sí.
Hold up Anita.	¿Es Anita?	Sí.
Hold up Anita.	¿Es Pablo?	No.
Hold up Pablo.	¿Es Anita?	No.
Stop Tape (verification drill)		
Hold up Pablo and ask, "¿Es Pablo?"		Sí.
Hold up Anita and ask, "¿Es Anita?"		Sí.
Hold up Pablo and ask, "¿Es Anita?"		No.
Hold up Anita and ask, "¿Es Pablo?"		No.

You can now do this with their names. Point to a child and ask the class ¿Es Bob? and give the wrong name sometimes, and then the right one, to mix up sí and no responses.

Tape Script - Kindergarten - Lesson 4 - Cont. (2)

ACTIVITY: Sí or no flashcard game on tape: Cue cards at end of unit. Have children respond orally Sí or No as individuals, or you may divide the class into teams and keep score. There will be a series of pictures for you to hold up coordinated with the tape. Change pictures according to the order below.

1. Pablo	¿Es Pablo?	Sí.
2. Anita	¿Es Anita?	Sí.
3. Pablo	¿Es Anita?	No.
4. boy	¿Es un señor?	Sí.
5. girl	¿Es una señorita?	Sí.
6. boy	¿Es una señorita?	No.
7. girl	¿Es un señor?	No.
8. Pablo	¿Es un señor?	Sí.
9. Anita	¿Es un señor?	No.
10. Anita	¿Es una señorita?	Sí.
	Adiós, clase.	Adiós.

ACTIVITY: Sing Fray Felipe, if you have time.

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape		
Two puppets speaking.	Buenos días, clase.	
	Repitan:	
	Buenos días, Pablo.	Buenos días, Pablo.
	Buenos días, Anita.	Buenos días, Anita.
Stop Tape		
Explain meaning of contesten (answer).	Contesten: ¿Cómo te llamas?	Me llamo ________. (each child gives name)
Start Tape		
Hold up Pablo.	Escuchen: ¿Es Pablo?	
Nod head yes.	Sí, es Pablo.	
Hold up Pablo.	¿Es Pablo?	
Nod head yes.	Sí, es Pablo.	
Hold up Anita.	¿Es Anita?	
Nod head yes.	Sí, es Anita.	
	Clase, repitan:	
Hold up Pablo.	¿Es Pablo?	¿Es Pablo?
Nod head yes.	Sí, es Pablo.	Sí, es Pablo.
Hold up Anita.	¿Es Anita?	¿Es Anita?
Nod head yes.	Sí, es Anita.	Sí, es Anita.
Hold up Pablo.	¿Es Pablo?	¿Es Pablo?
Nod head yes.	Sí, es Pablo.	Sí, es Pablo.
	Clase, escuchen:	
Hold up Anita.	¿Es Pablo?	
Shake head no.	No, es Anita.	
Shake head no.	No, es Anita.	
	Clase, contesten:	
Hold up Anita.	¿Es Pablo?	
	No, es Anita.	No, es Anita.
Hold up Anita.	¿Es Pablo?	
	No, es Anita.	No, es Anita.
Hold up Pablo.	¿Es Anita?	
	No, es Pablo.	No, es Pablo.
Hold up Pablo.	¿Es Anita?	
	No, es Pablo.	No, es Pablo.
Hold up Anita.	¿Es Anita?	
	Sí, es Anita.	Sí, es Anita.
Hold up Pablo.	¿Es Pablo?	
	Sí, es Pablo.	Sí, es Pablo.

ACTIVITY: Do what has been done on tape with the children's names. Point to a child and ask the clase ¿Es Roberto? and give the wrong name sometimes, and then the right one, to mix up sí and no responses.

MATERIALS NEEDED FOR LESSON 5

Kindergarten:
1. Song sheet for *Buenos Días*
2. Happy face
3. Puppets

Grades One, Two, or Three:
1. Numbers 2 and 3 above
2. Music and script for *Fray Felipe*
3. Story *Fray Felipe*

LESSON 5 GUIDELINES

Kindergarten:

1. Review *buenos días* and response to *¿Cómo te llamas?* by shaking their hands and asking them their names at the beginning of class. A short drill for *sí* and *no* is on tape.

2. Teach response to *¿Cómo estás?*: *Muy bien, gracias*.

3. Teach song *Buenos Días* on tape. Script and music are included. Explain that song has a word already studied: *buenos días*.

Grades One, Two, or Three:

1. Same as numbers 1 and 2 above.

2. Read story *Fray Felipe*. Teach song *Fray Felipe*. Many students already know it, so have them help you sing it. Be careful, however, as the words they know are often mispronounced.

Tape Script - Kindergarten - Lesson 5

Teacher Instructions	Script	Student Response
Start Tape		
Hold up Pablo.	Buenos días, clase.	Buenos días, Pablo.
(another voice)	Clase, ¿es Pablo?	Sí.
Hold up Anita.	Buenos días, clase.	Buenos días, Anita.
(another voice)	Clase, ¿es Pablo?	No.
Keep holding up Anita.	Clase, ¿es Anita?	Sí.
Pablo to Anita.	¿Cómo estás?, Anita.	
	¿Cómo estás?	
	¿Cómo estás?	
Anita responds to Pablo and holds up a happy face.	Muy bien, gracias.	
	Muy bien, gracias.	
	Clase, repitan:	
Hold up happy face.	Muy bien, gracias.	Muy bien, gracias.
	Muy bien, gracias.	Muy bien, gracias.
	Clase, contesten:	
Hold up happy face.	¿Cómo estás?	Muy bien, gracias.
	¿Cómo estás?	Muy bien, gracias.
	¿Cómo estás?	Muy bien, gracias.
Hold up puppets and have them wave.	Adiós, clase.	Adiós.

Stop Tape

Ask class, "What does ¿Cómo estás? mean? What does muy bien, gracias mean?" Explain that the Spanish people add gracias (thank you or thanks) to be polite. Drill with them individually by asking ¿Cómo estás? and having them answer.

ACTIVITY: Teach song Buenos Días. This is excellent in a round if the children learn it well enough. The song is on tape all the way through, then line by line with pauses for repetition, then all the way through again. This can be replayed as often as necessary for reviewing the song.

Tape Script - Kindergarten - Lesson 5 - Cont. (2)

Teacher Instructions	Script
Song:	
Shake hands with some of the students.	Buenos días. Buenos días.
Make a fist and shake it in the air to express anger at the rooster for waking you up early.	Mata el gallo. Mata el gallo.
Shake your head.	Ya no cantará cocorí, cocorá. Ya no cantará cocorí, cocorá.
Shake your head.	Ya no cantará cocorí, cocorá.

You might encourage students to do the actions as they sing.

Be sure they know what the song means.

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script	Student Response
Start Tape		
Hold up Pablo.	Buenos días, clase.	Buenos días, Pablo.
(Another voice)	¿Es Pablo?	Sí.
Hold up Anita.	Buenos días, clase.	Buenos días, Anita.
(Another voice)	¿Es Pablo?	No.
Keep holding up Anita.	¿Es Anita?	Sí.
Pablo to Anita:	¿Cómo estás? ¿Cómo estás?	
	Clase, repitan:	
	¿Cómo estás?	¿Cómo estás?
	¿Cómo estás?	¿Cómo estás?
Pablo again to Anita:	Anita, ¿cómo estás?	
Anita responds. She holds up a happy face.	Muy bien, gracias. ¿Y tú? Muy bien, gracias. ¿Y tú?	
Hold up a happy face.	Clase, repitan:	
	Muy bien, gracias.	Muy bien, gracias.
	¿Y tú?	¿Y tú?
	Muy bien, gracias.	Muy bien, gracias.
	¿Y tú?	¿Y tú?
Hold up happy face.	Repitan: ¿Cómo estás?	¿Cómo estás?
	Muy bien, gracias.	Muy bien gracias.
	¿Y tú?	¿Y tú?

Stop Tape

Verification: Explain what each expression means. Explain that Spanish speakers add gracias (thanks) to be polite. ¿Y tú? is, of course, "and you?" Drill with them individually by asking ¿Cómo estás? and having them answer. Have them pair off to ask each other the question and respond. A few may want to do it in front of the class as an example. They can perform a little skit as follows:

1st person: Buenos días.
2nd person: Buenos días.

1st person: ¿Cómo te llamas?
2nd person: Me llamo ______________. ¿Cómo te llamas?

1st person: Me llamo ______________. ¿Cómo estás?
2nd person: Muy bien, gracias. ¿Y tú?

1st person: Muy bien, gracias. Adiós.
2nd person: Adiós.

ACTIVITY: Tape, story and song Fray Felipe.

MATERIALS NEEDED FOR LESSON 6

Kindergarten:

1. Charades cue cards (It is suggested they be laminated with clear contact for durability.)
2. Puppets
3. Sad and happy face cards

Grades One, Two, or Three: Same as above

LESSON 6 GUIDELINES

Kindergarten:

1. Review and drill handshake, buenos días, ¿Cómo te llamas? with response, sí, no, and ¿Cómo estás? with response (Muy bien, gracias). Be sure they know that gracias means thank you and encourage them to use it throughout the day.

2. Teach a new response to ¿Cómo estás?: No muy bien. Be sure and hold up the appropriate happy face or sad face when the various responses are on tape.

3. Play Charades, either in teams, as the traditional game is played, or as a group. Have students draw a cue card from a hat, envelope or box and act out what is on it. They will all be pictures of words or expressions that the students have learned in this introductory unit.

4. Sing song Buenos Días.

5. This lesson marks the end of the Kindergarten component of the introductory unit. However, feel free at any time to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Same as numbers 1, 2, and 3 above.

2. Sing song Fray Felipe.

3. There is one more lesson (7) for the Grades 1, 2, or 3 component of this unit.

Tape Script - Kindergarten - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape	Eschuchen:	
Pablo to Anita.	Buenos días. ¿Cómo te llamas?	
Anita to Pablo.	Me llamo Anita. ¿Cómo te llamas?	
Pablo to Anita.	Me llamo Pablo. ¿Cómo estás?	
Pablo to Anita.	No muy bien.	
Hold up sad face.	No muy bien.	
Hold up sad face.	Clase, repitan:	
	No muy bien.	No muy bien.
Hold up sad face.	No muy bien.	No muy bien.
Hold up happy face.	Muy bien.	Muy bien.
Hold up happy face.	Muy bien.	Muy bien.

Stop Tape

Ask class what no muy bien means. Drill class as a whole, then individually, by holding up happy face or sad face and asking ¿Cómo estás?

ACTIVITY: Sing Buenos Días.

ACTIVITY: Play Charades.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape	Buenos días, clase.	Buenos días.
Pablo to Anita:	Buenos días. ¿Cómo te llamas?	
Anita:	Me llamo Anita. ¿Cómo te llamas?	
Pablo:	Me llamo Pablo. ¿Cómo estás?	
Anita holding up a happy face:	Muy bien, gracias. ¿Y tú?	
Pablo holds up sad face:	No muy bien. No muy bien.	
Sad face.	Clase, repitan: No muy bien.	No muy bien.
Hold up sad face.	No muy bien.	No muy bien.
Hold up happy face.	Muy bien.	Muy bien.
	Clase, contesten: (according to the sign your teacher will hold up) ¿Cómo estás?	
Happy face.		Muy bien.
Sad face.		No muy bien.
Happy face.		Muy bien.
Sad face.		No muy bien.

Stop Tape

Have them divide into groups to practice ¿Cómo estás? and the two responses. A couple can do it before the whole group as an example. If they know the materials well enough, they can do the following skit.

1st person: Buenos días.
2nd person: Buenos días.

1st person: Me llamo ____________. ¿Cómo te llamas?
2nd person: Me llamo ____________. ¿Cómo estás?

1st person: Muy bien, gracias. ¿Y tú?
2nd person: No muy bien. Adiós.
1st person: Adiós.

ACTIVITY: Sing Fray Felipe.

ACTIVITY: Play Charades.

MATERIALS NEEDED FOR LESSON 7

Grades One,
Two, or Three:

1. Puppets
2. Stage
3. *Así, así* face

LESSON 7 GUIDELINES

Grades One,
Two, or Three:

1. After review, you will be teaching *así, así* (so-so) as an alternative response to *¿Cómo estás?*

2. Encourage the children to work with each other by asking each other questions and giving various answers.

3. Have various children perform the skit in front of the class and tape them as they are doing it. Children love to hear their own voices, and this will be a good learning tool for them.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Teacher Instructions	Script	Student Response
Start Tape	Buenos días, clase.	Buenos días.
Anita and Pablo in dialogue:	Buenos días, Anita. Buenos días, Pablo. ¿Cómo estás?	
	Muy bien, gracias, Anita. ¿Y tú?	
Anita holds up *así, así* face.	Así, así, Pablo. Así, así.	
	Clase, escuchen: Así, así. Adí, así.	
	Clase, repitan: Así, así. Así, así.	Así, así. Así, así.
	Clase, repitan: ¿Cómo estás? Así, así.	¿Cómo estás? Así, así.

Tape Script - Grades 1, 2, or 3 - Lesson 7 - Cont. (2)

Stop Tape: Verify students know what así, así means. Then drill with three faces. Ask ¿Cómo estás? each time, hold up a face, and have them give the correct response. Choose a student to ask the question and hold up the faces.

ACTIVITY: Perform the skit as done in Lesson 6.

1st person: Buenos días, señor (or señorita).
2nd person: Buenos días, señor (or señorita).

1st person: Me llamo ______________. ¿Cómo te llamas?
2nd person: Me llamo ______________. ¿Cómo estás?

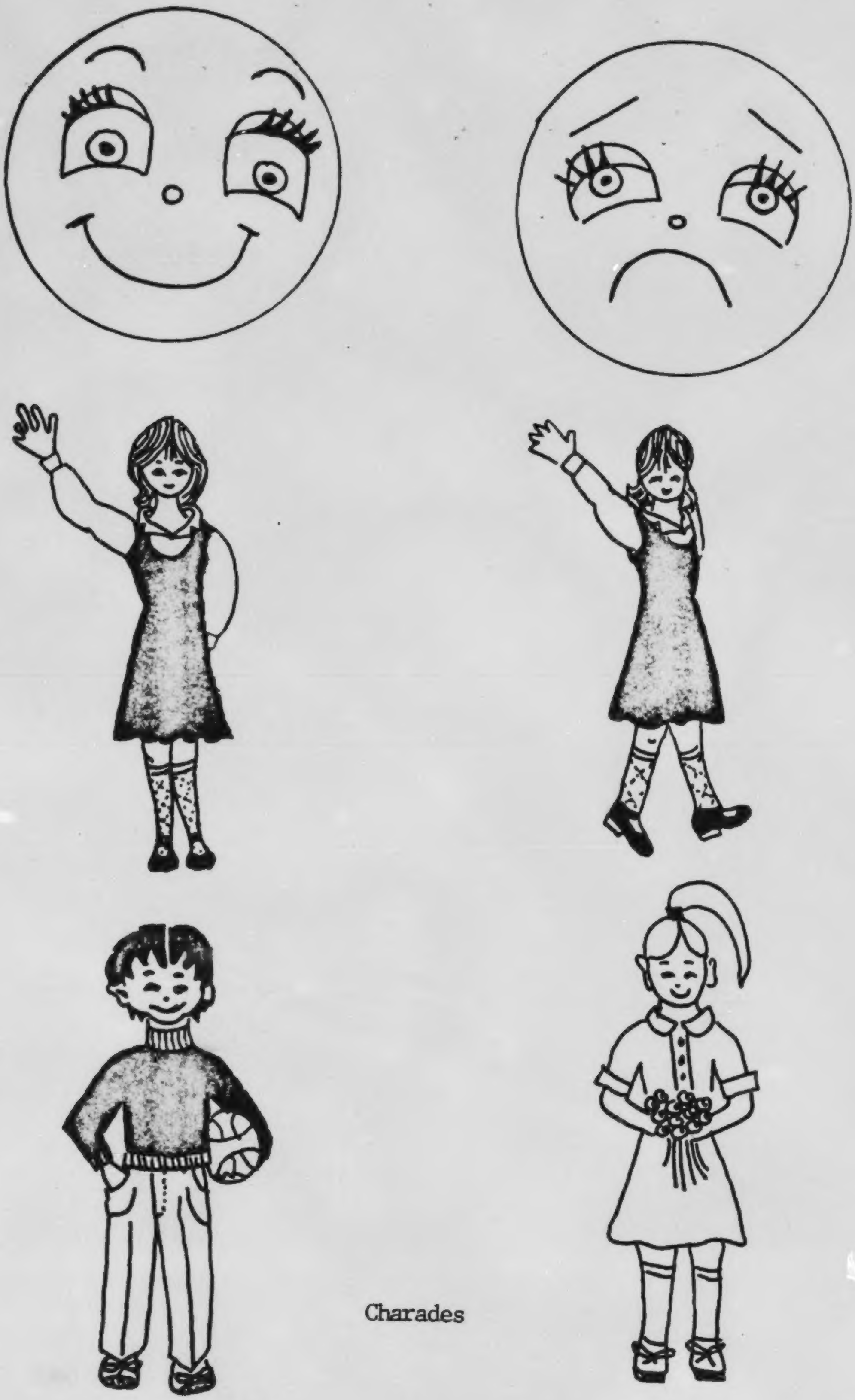
1st person: Así, así. ¿Y tú?
2nd person: Muy bien, gracias. Adiós.
1st person: Adiós.

ACTIVITY: Tape students' voices.

BODY/SIGN LANGUAGE

Emotion, Situation, Feeling

1.	anger	grimace; scowl, eyebrows drawn inward
2.	happiness	clap hands; jump up and down; twirl around; shout
3.	you have just seen a snake	recoil in fright; make sound "ych;" open eyes wide
4.	sadness	cry; pout; droop shoulders
5.	tiredness, sleepiness	stretch arms out; yawn
6.	hunger	rub tummy
7.	thrist	pull at throat
8.	you want attention in the classroom	raise hand; wave arm; stand up
9.	you see someone at a distance	wave arm or hand
10.	you are getting into a cold swimming pool	wrap hands around arms, shiver; make a "burr" sound with lips
11.	surprise	open mouth wide; open eyes wide; fling arms out

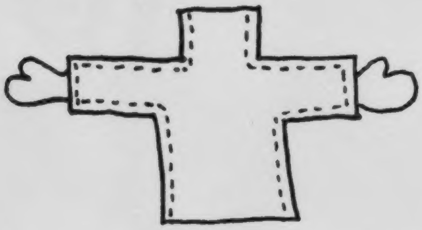


Charades

PUPPETS

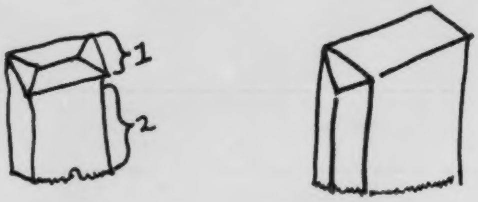
Toy department selections of puppets generally run to fuzzy animals; however, The Creative Toys Company offers a realistic family set. Hand puppets, of course, can be made very simply. Heads can be made from a tennis ball or a styrofoam ball with a hole cut to allow room for the fingers. Crepe hair, embroidery floss, or yarn can be used for hair. Bits of felt can be glued on for the eyes; the nose and mouth may be painted on. A simple, glove-like dress can be made for the body. Soft jersey is a good material to use because it stretches to fit any hand, but cotton and felt are also good choices. The dress is slipped over the hand and the head is then slipped on separately. (See "A.")

A.



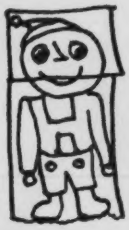
Puppets can also be made from a small paper bag of the sort that unfolds to have a square bottom. (See "B.")

B.



Fold the bag so that it is flat. On Part 1 (the bottom) draw the upper part of the face; on Part 2 (the remainder of the sack) draw the rest of the body. (See "C.")

C.



Raise the flap made by the bottom of the bag and draw the tongue and inside of the mouth. By inserting your hand into the bag and using your fingers and thumb, you can make the mouth open and close.

PAPER BAG PUPPETS

Directions for Making Two Puppets--Pablo and Anita

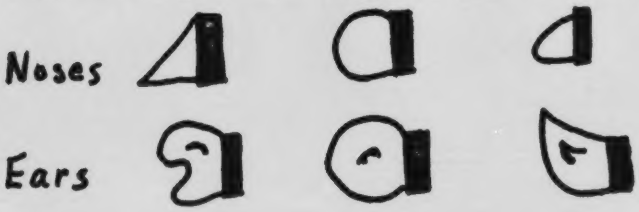
A. Materials Needed

1. Two small brown or white unwaxed paper bags (the size usually carried for lunch)
2. Felt markers in various colors--red, black, brown, orange, and blue
3. Construction paper to match the bags
4. Glue
5. Scissors
6. Patterns

B. Directions

1. Using scratch paper, design the puppets you want to make. Cut the paper to the size of the paper bag and follow the examples on the next page.

2. Noses and ears are easy to make and attach.

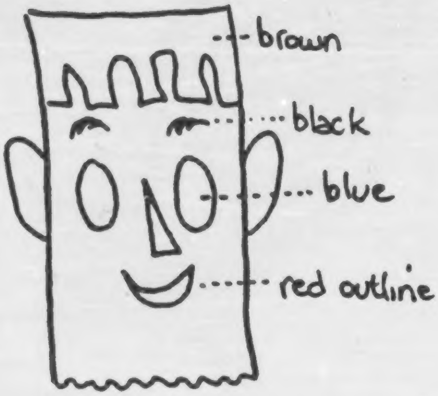


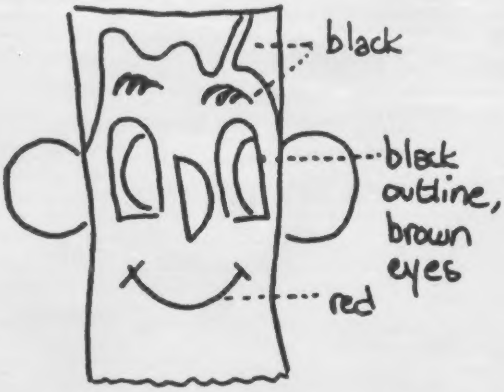
The part that is darkened here can be folded and glued in place.

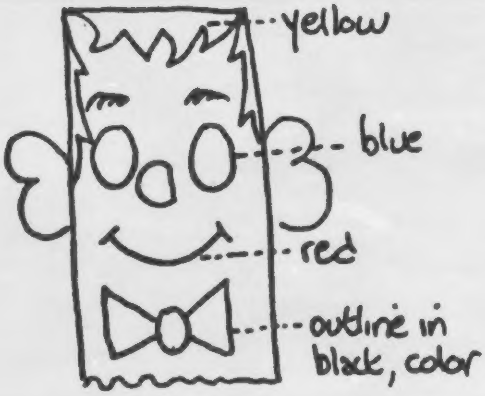
3. Pencil in eyes, smile, and hair; then color with felt markers.

4. If desired, attach a ribbon to the top of Anita's head.

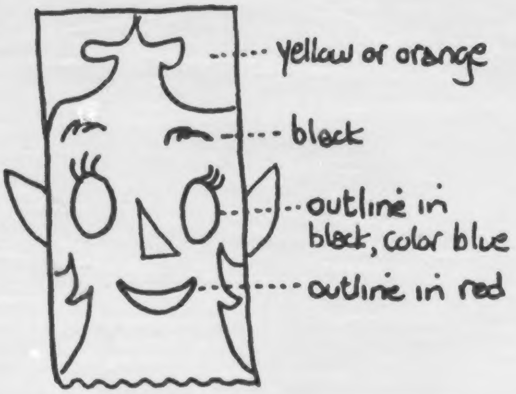
Pablo

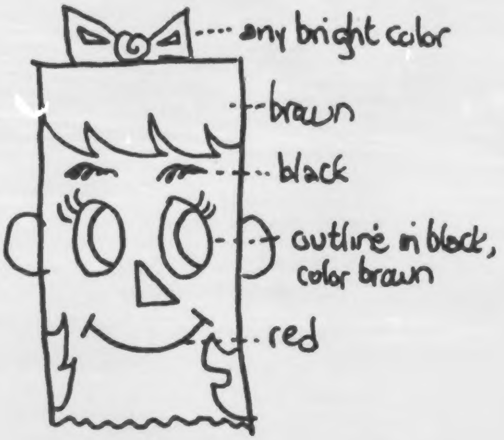

brown
black
blue
red outline

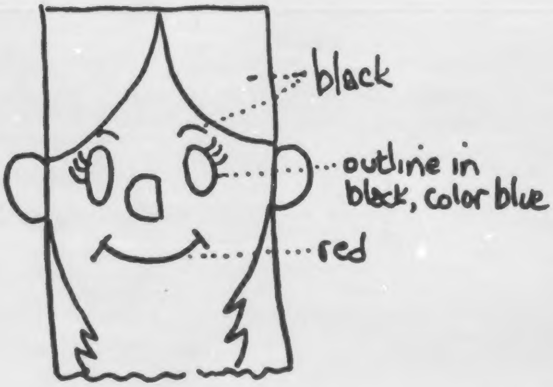

black
black outline, brown eyes
red

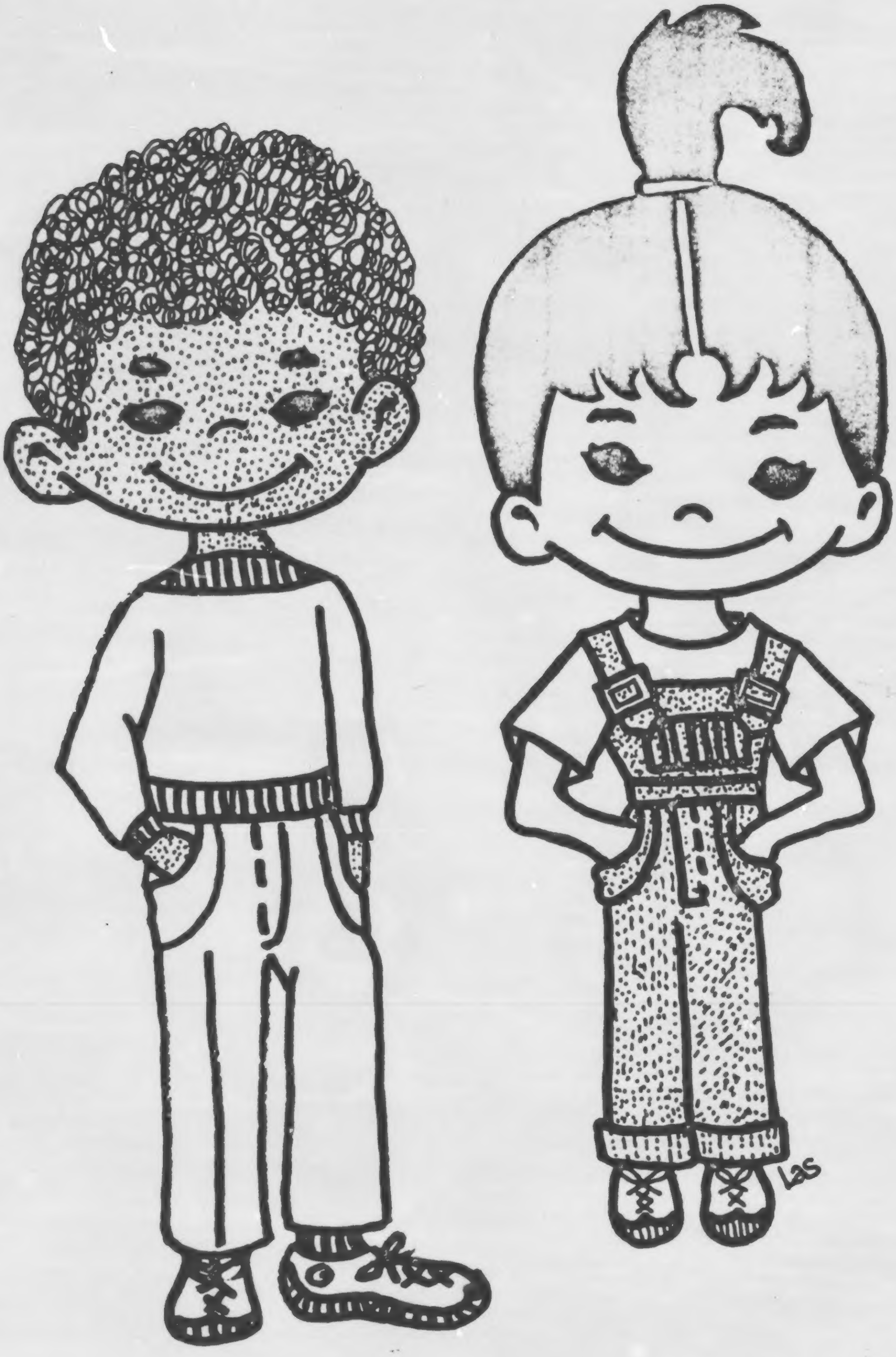

yellow
blue
red
outline in black, color

Anita

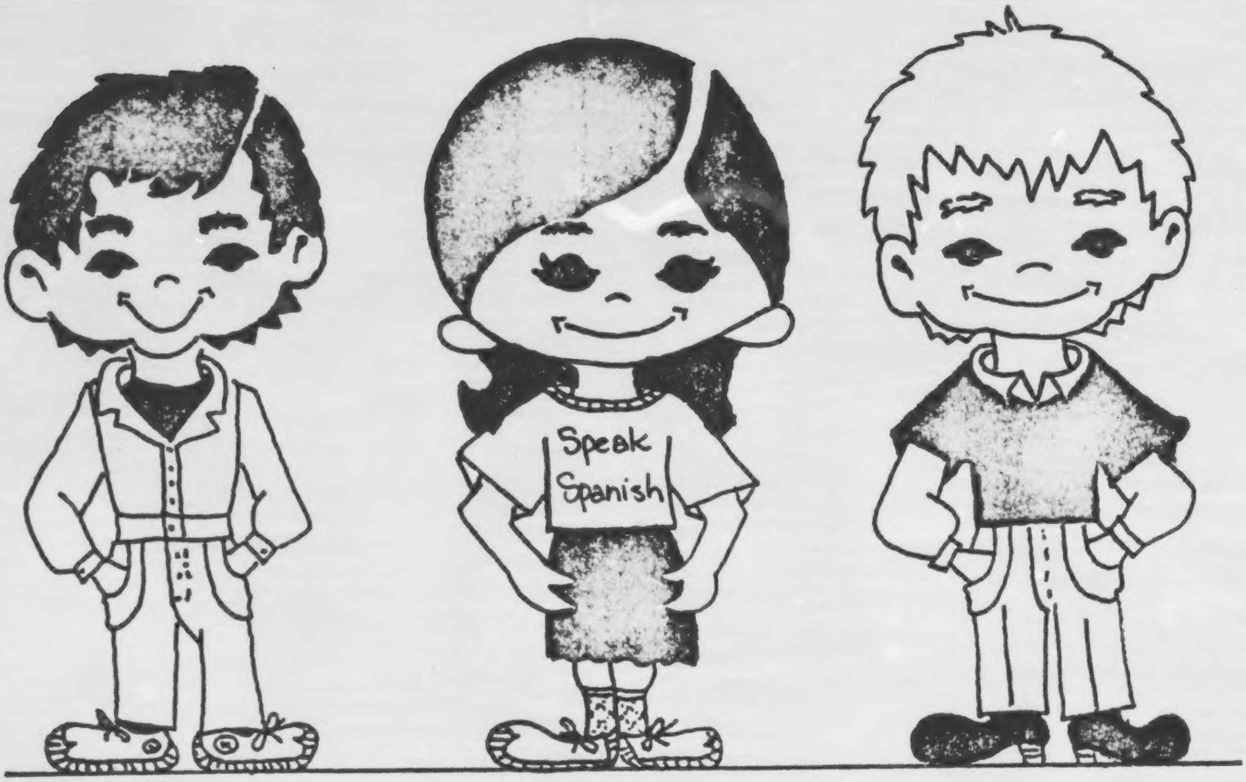

yellow or orange
black
outline in black, color blue
outline in red


any bright color
brown
black
outline in black, color brown
red

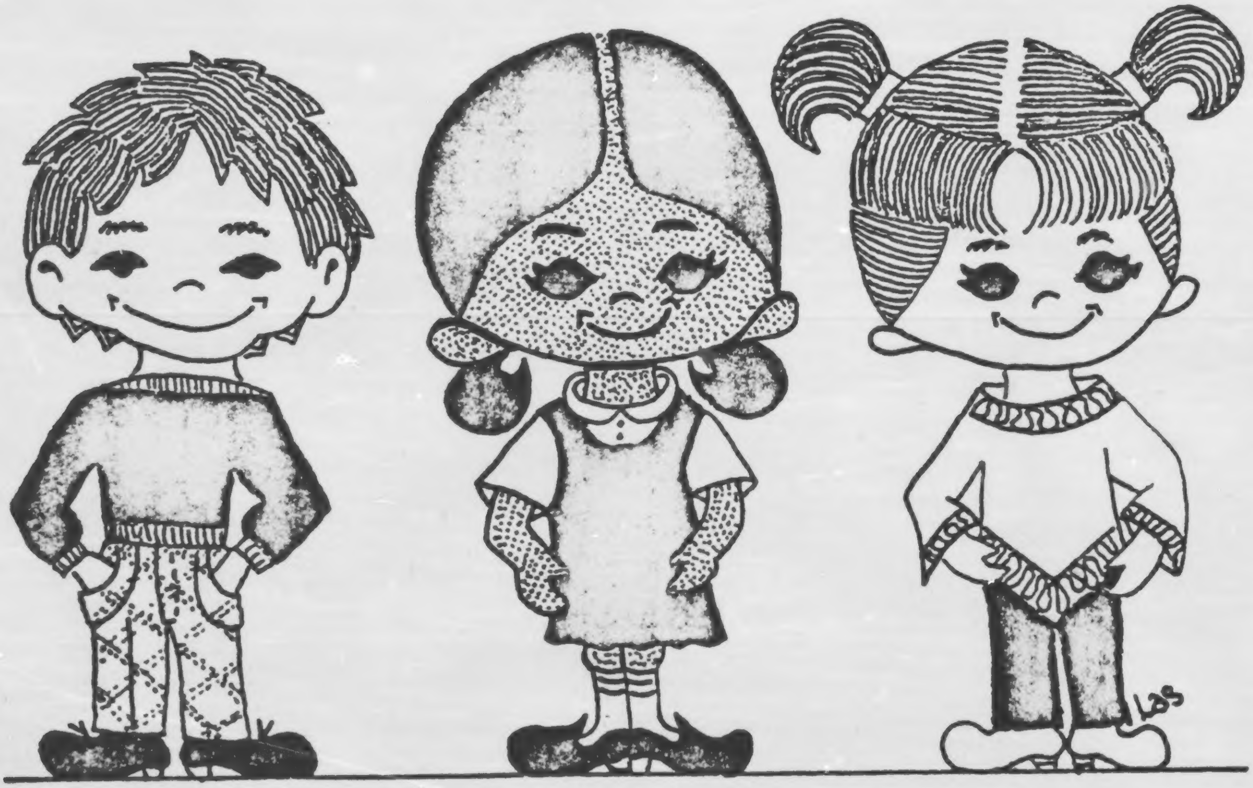

black
outline in black, color blue
red



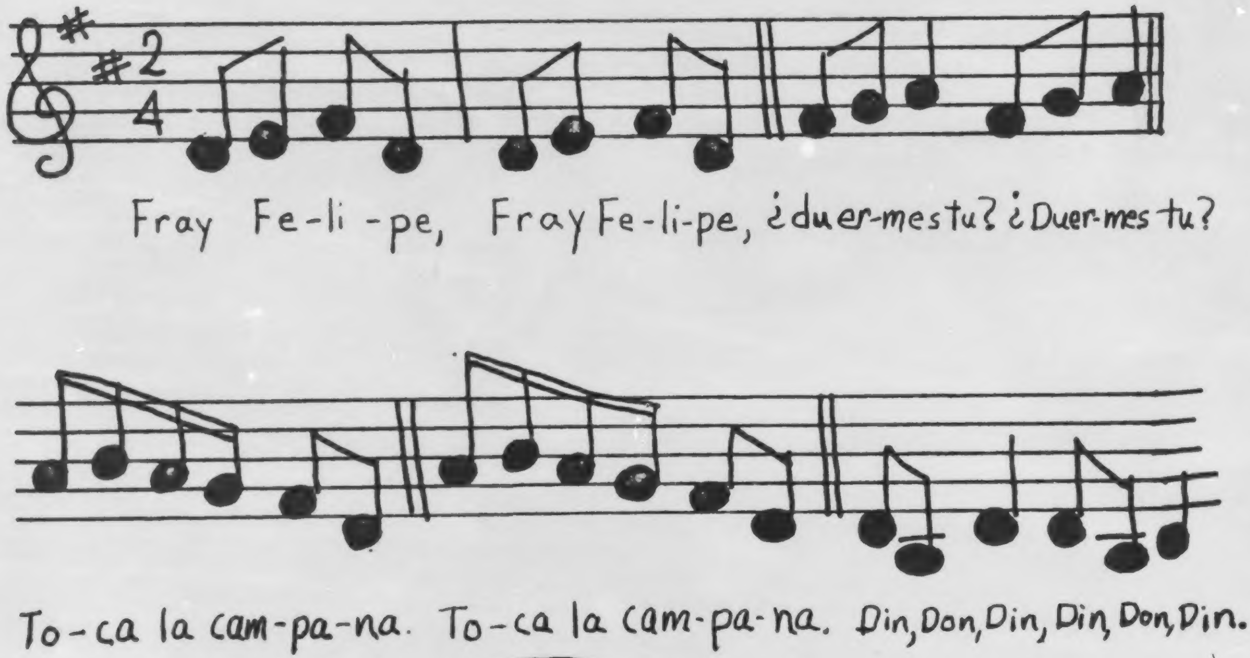
Sí or No Game

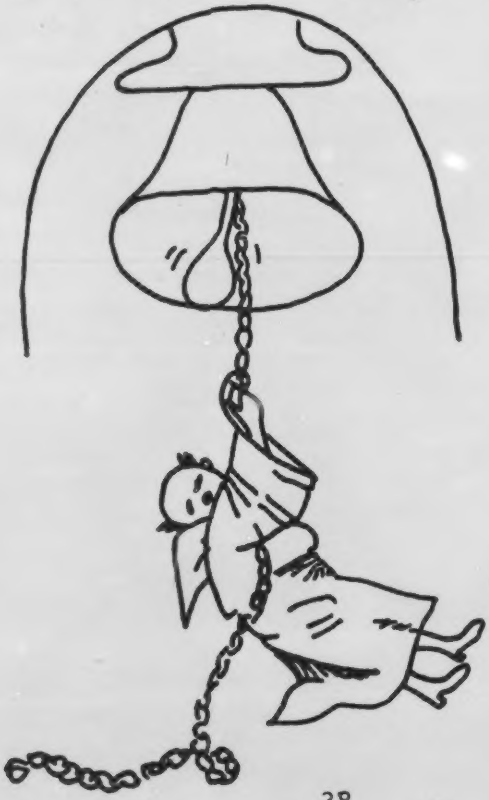

Speak Spanish

Sí or No Game

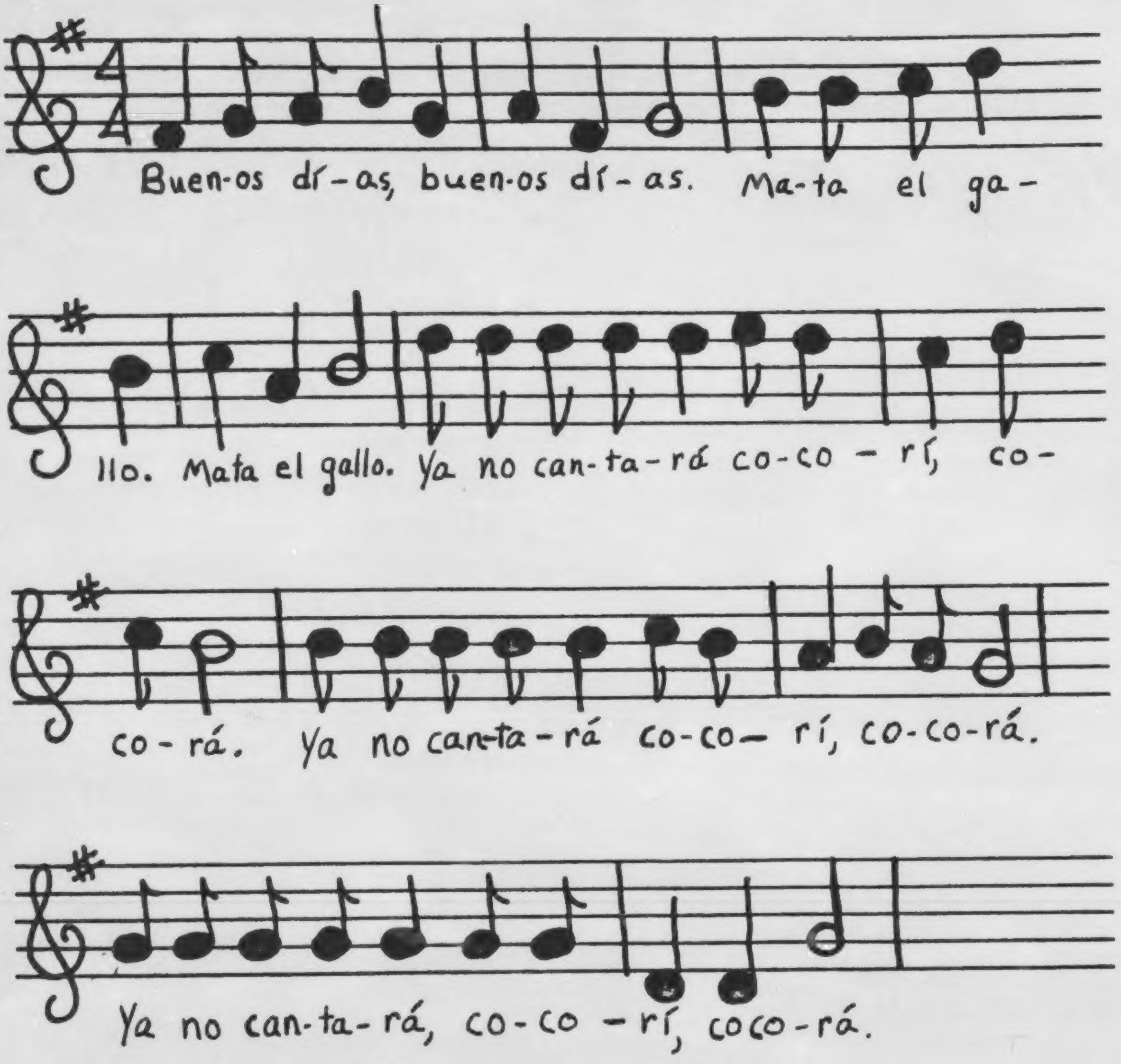


Fray Felipe


Fray Fe-li -pe, Fray Fe-li-pe, ¿duer-mes tu? ¿Duer-mes tu?
To-ca la cam-pa-na. To-ca la cam-pa-na. Din, Don, Din, Din, Don, Din.



Buenos Días


Buen-os dí-as, buen-os dí-as. Ma-ta el ga-
llo. Mata el gallo. Ya no can-ta-rá co-co-rí, co-
co-rá. Ya no can-ta-rá co-co-rí, co-co-rá.
Ya no can-ta-rá, co-co-rí, coco-rá.

English

Hello. Hello.
Kill the rooster. Kill the rooster.
So he won't say cock-a-doodle-do anymore.
So he won't say cock-a-doodle-do anymore.

SCRIPT TO THE STORY FRAY FELIPE: Use visuals coordinating with numbers.

FRAY FELIPE

1 & 2 Long ago, in the beautiful rolling hills of Burgundy, in France, there lived a group of monks.

3 The monks did many things. They tilled the fields and tended the flocks. They read from big books and sang songs.

4 The monks also made fine wine from the grapes that grew in the vineyard. Every year the grapes were gathered and pressed in a large wooden tub. Stepping on the grapes was fun. It was one of the favorite tasks of Fray Felipe, who was by far the most jolly and roly-poly of all the monks.

5 But sometimes, when the others were working, he couldn't resist a quick nap.

6 Sleeping was, in fact, one of the things Fray Felipe liked to do most. And this became quite a problem when it was his turn to ring the morning bells.

The morning bells were important, because they began the day for the monks. And each day, a different monk took his turn sending their bim! bam! bom! and ding! dang! dong! down the valley.

Alas, when it was Fray Felipe's turn, the morning bells were always late - for Fray Felipe was always so sleepy he could not get up on time!

7 "Something must be done," said Abbot Hugh, the head of the monastery. And so he called a meeting.

"I have an idea," said Brother Landry. "I will make a strong tea the night before it is Fray Felipe's turn to ring the morning bells. It will surely keep him awake all night - and so he will be up in time to wake the others!"

So Brother Landry made the herb tea and Fray Felipe drank a huge goblet of it.

Do you think it worked?

8 & 9 No. The next morning, when Fray Felipe finally awoke, the sun was shining and the birds were singing - and the morning bells were late again!

10 Brother Paul said, "If Fray Felipe goes to bed earlier, then he will wake up earlier." He said, "And if he wakes up earlier, the morning bells will be on time."

So that evening, Fray Felipe was excused from doing the dishes and was sent straight to bed after supper. What do you suppose happened?

No. It did not work. The next morning the bees were buzzing and the farmers were busy in the fields long before Fray Felipe shook himself awake. He had never slept so soundly. For the longer he slept, the better he slept.

And the morning had never been so late.

Fray Felipe felt very sad when Abbot Hugh called to him and said, "Fray Felipe, I know you try - but the morning bells must ring on time. If you cannot get up on time, I have no choice but to give that task to someone else when it is your turn. I will give you just one more chance. And I sincerely hope you think of some way to wake yourself in the morning."

"I will try," said Fray Felipe. He went to the barnyard to meditate, which means to think very hard about his problem.

11 Fray Felipe knelt by a haystack and thought. He thought of the other brothers, of the hens cackling in the barnyard, and of the loud, clear bim! bam! bom! and ding! dang! dong! of the morning bells. But he could not think of a way to get up on time.

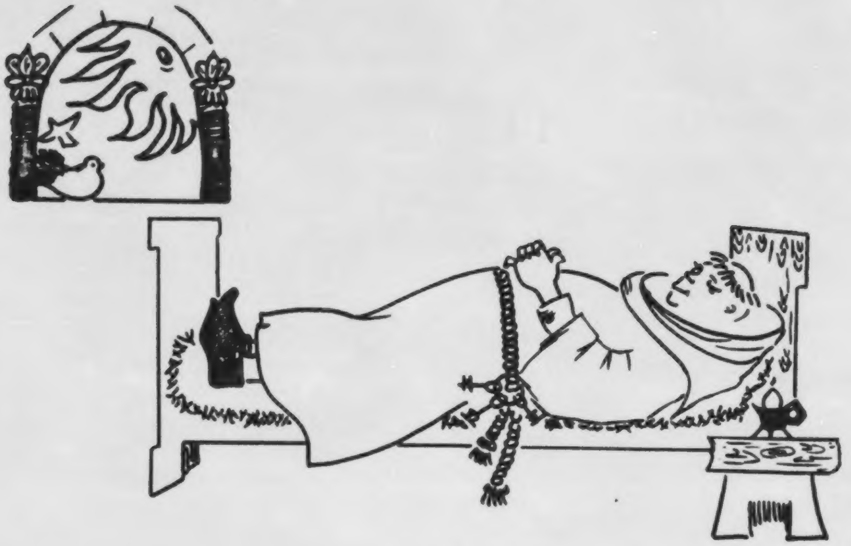
12 He heard a loud "psst" from behind the hay mound. When he looked around, Fray Felipe discovered one of the choir boys, who whispered something in his ear . . . .

And the next morning, what do you think happened? That's right! The choir boy, who had a beautiful voice, sang a special song he had made up. He sang it just before dawn, right under Fray Felipe's window.

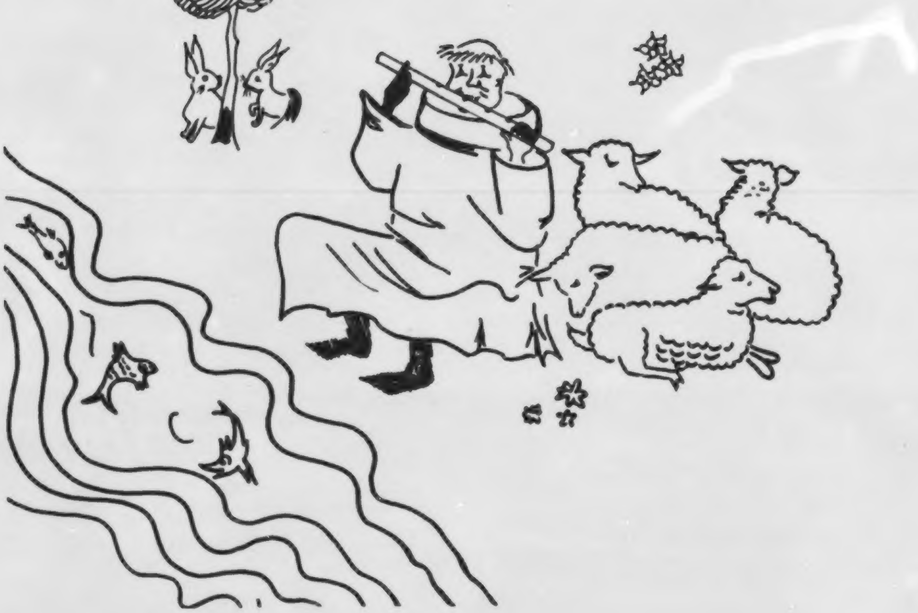
13 And Fray Felipe, who had a fine ear for music, leaped out of bed and ran out the door and up to the bell tower.

14 Then bim! bam! bong! ding! dang! dong! The morning bells rang out loud and clear over the Burgundy countryside.

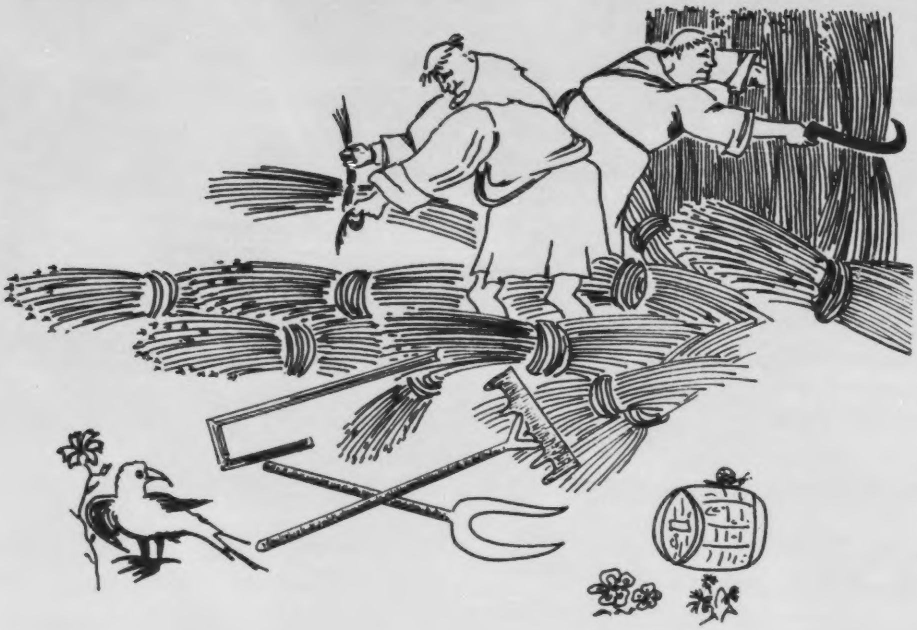
15 Ever since that day, the song that woke Fray Felipe has been sung not only in France but all over the world. And you can sing it too, in the morning or any time at all.



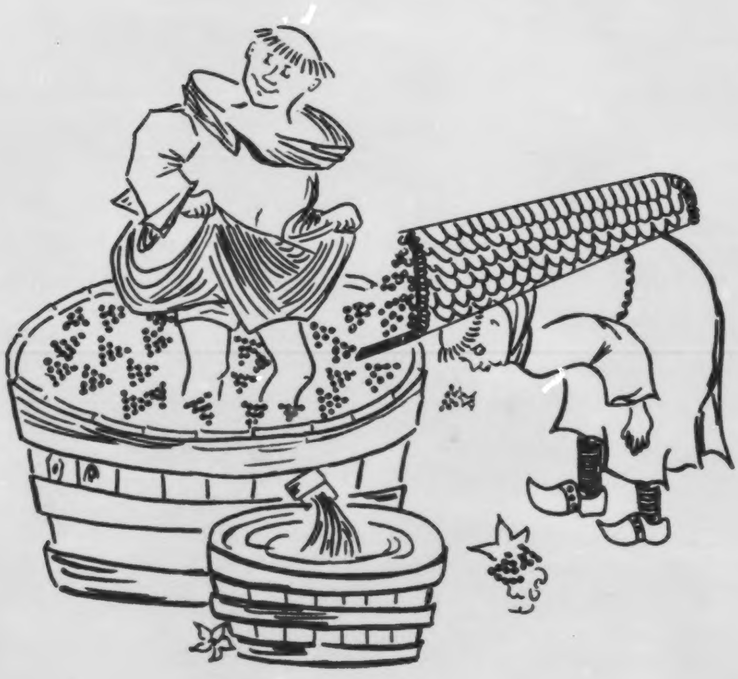
Fray Felipe 1



Fray Felipe 2



Fray Felipe 3



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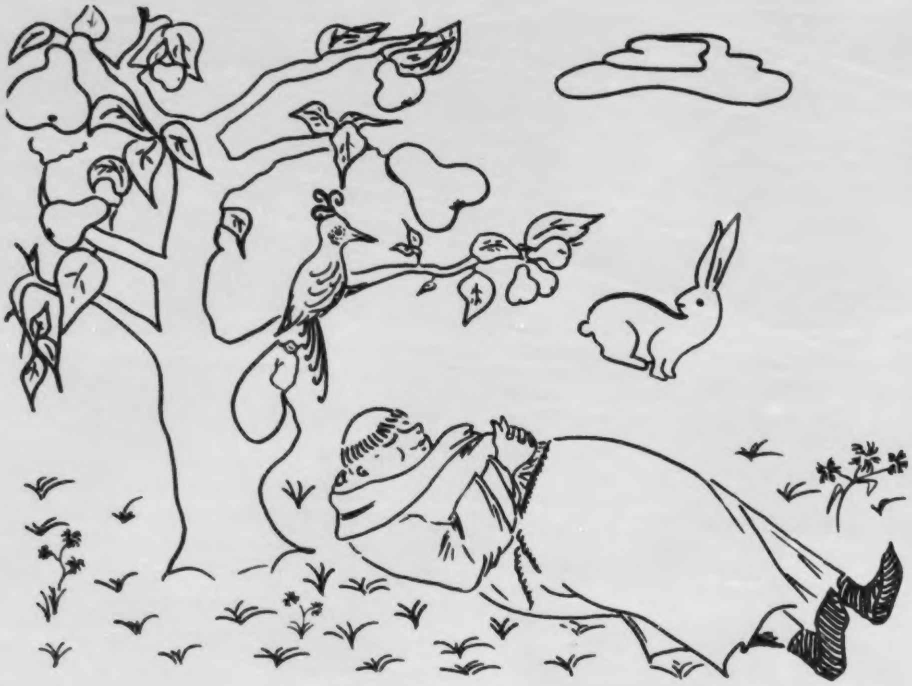

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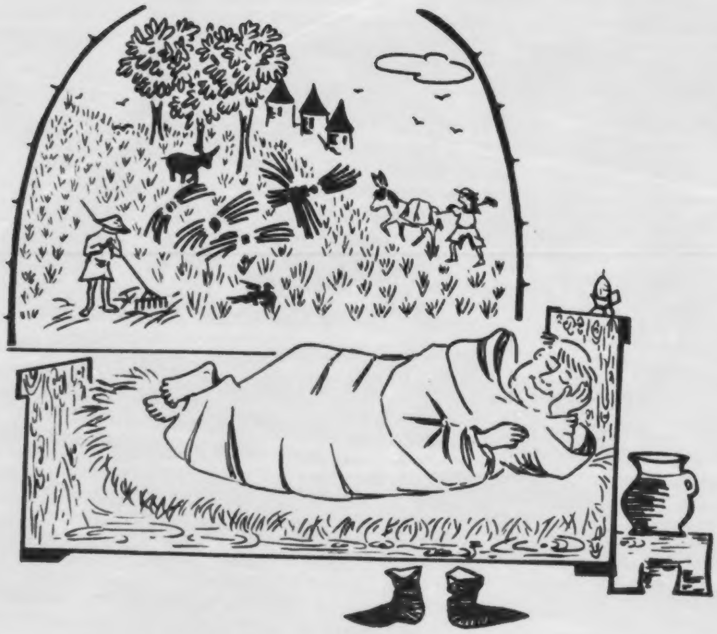
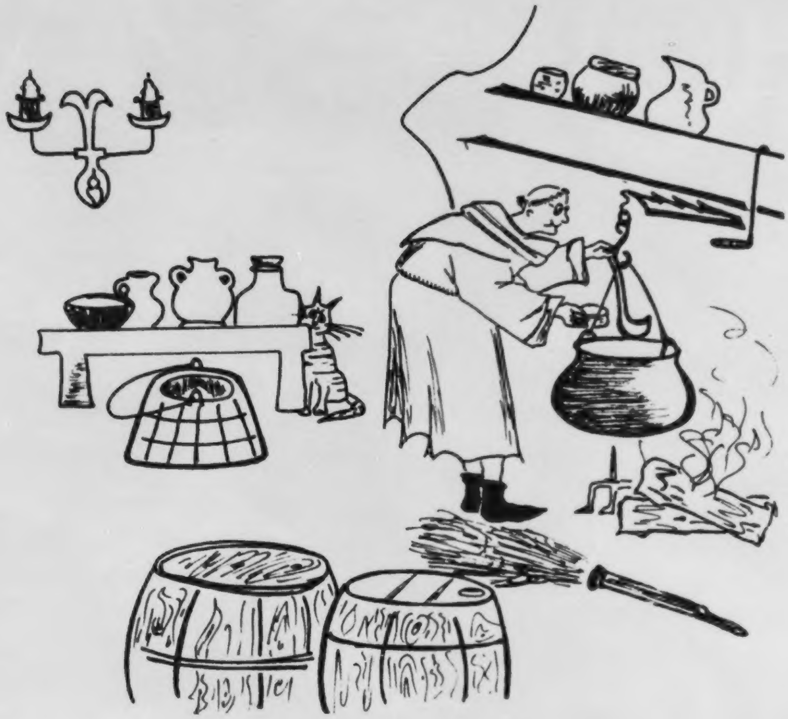
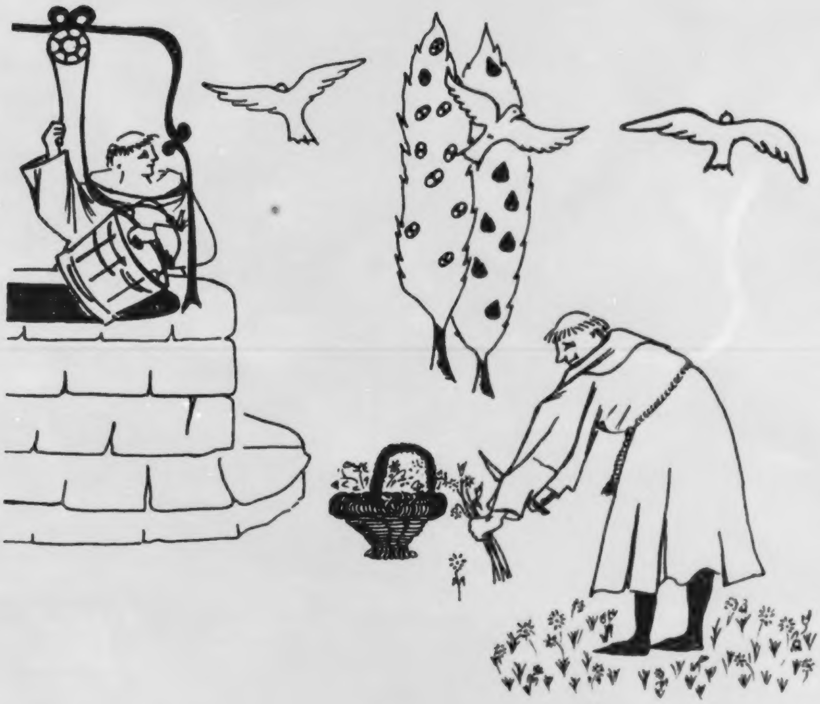


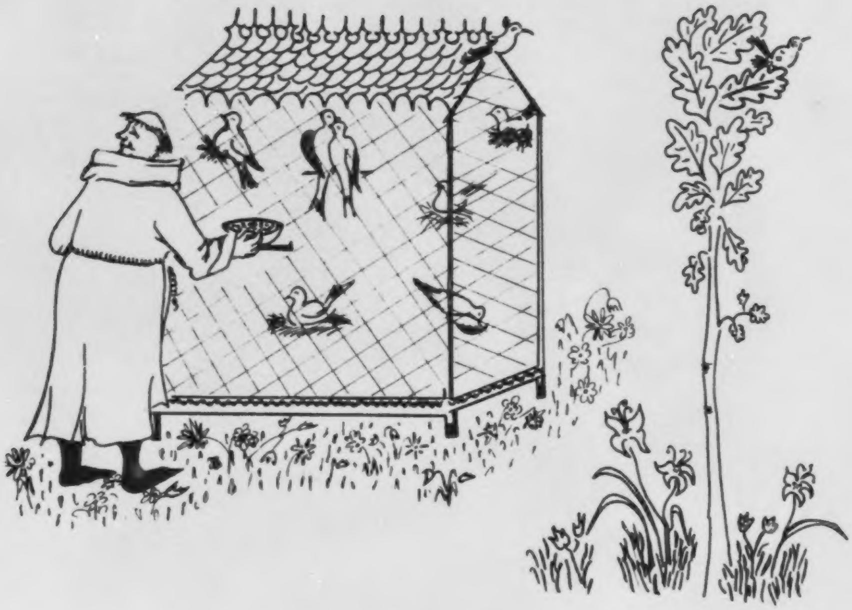
Fray Felipe 6



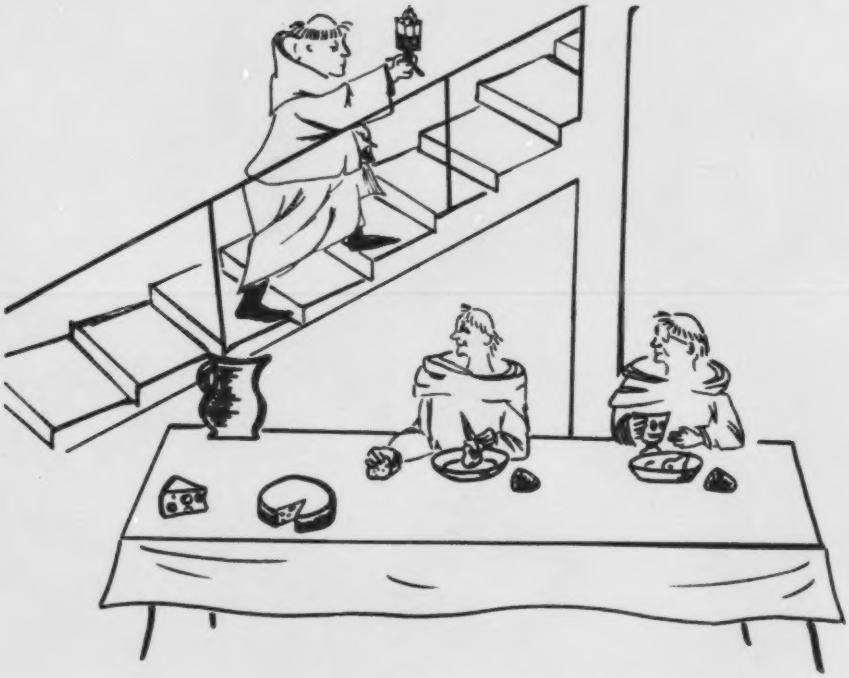
Fray Felipe 7



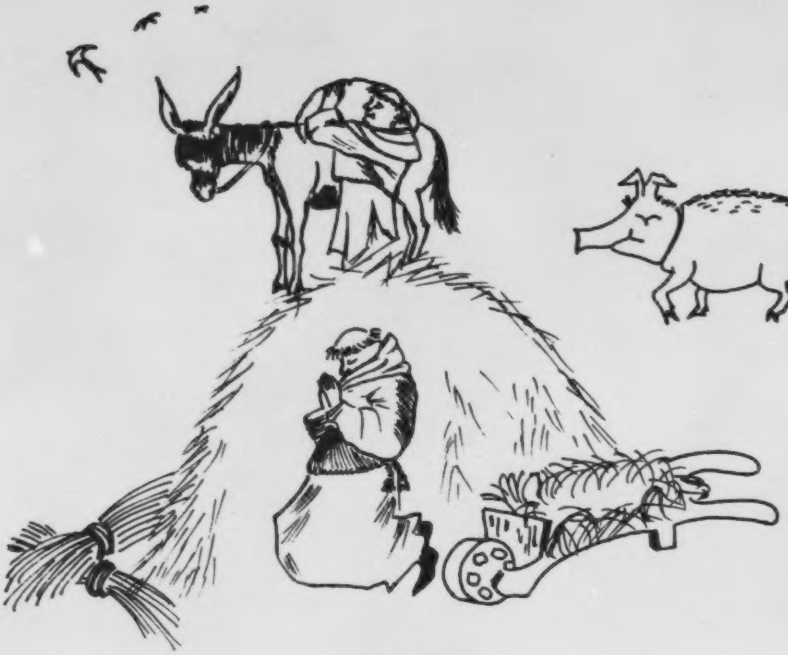
Fray Felipe 8



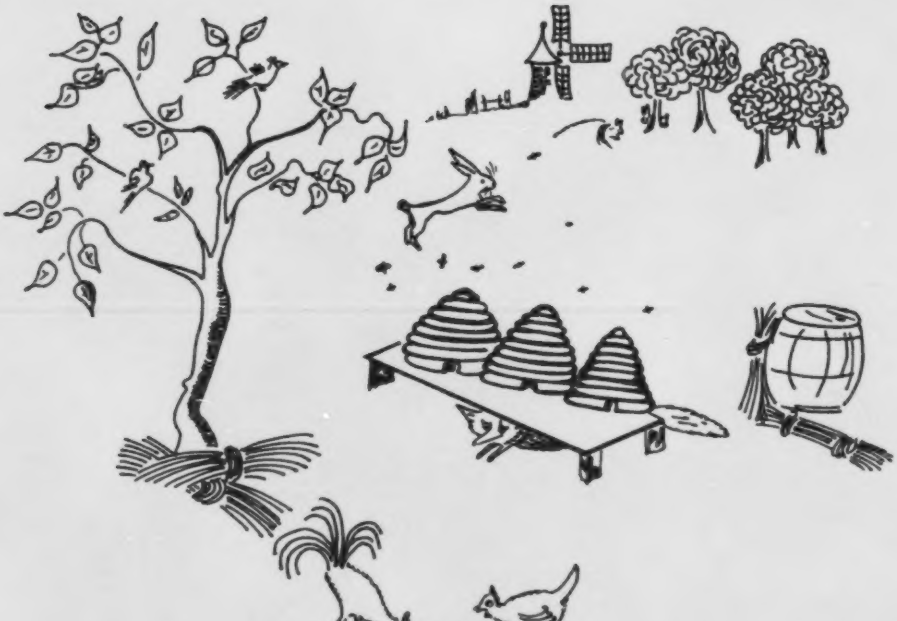
Fray Felipe 9



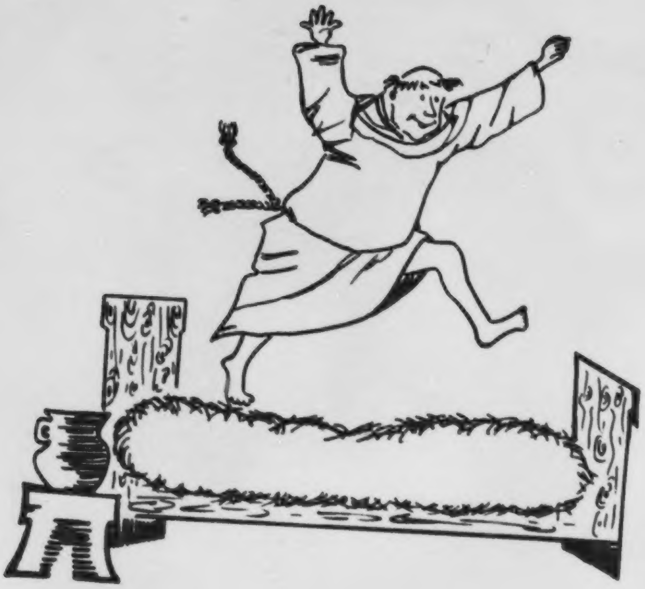
Fray Felipe 10



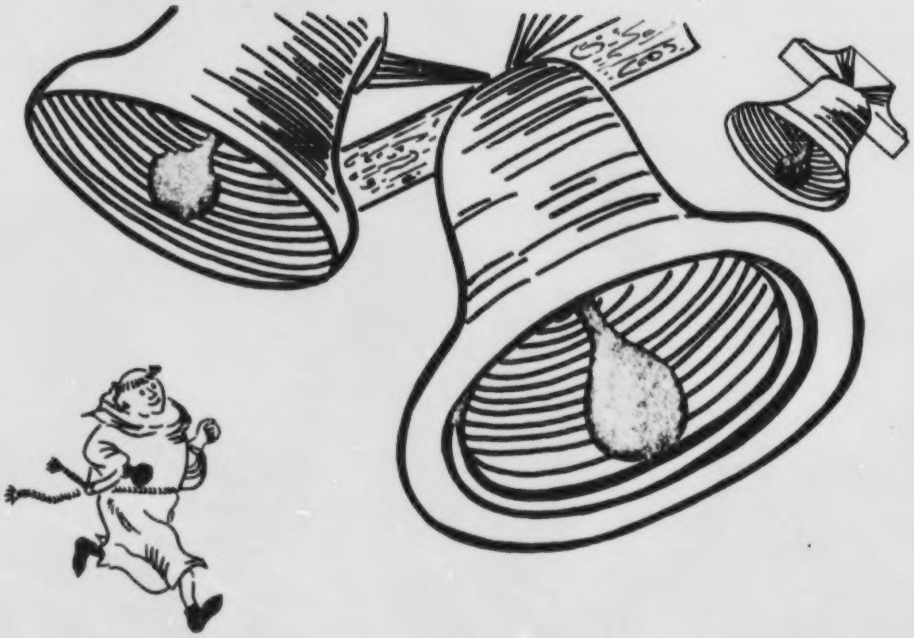
Fray Felipe 11



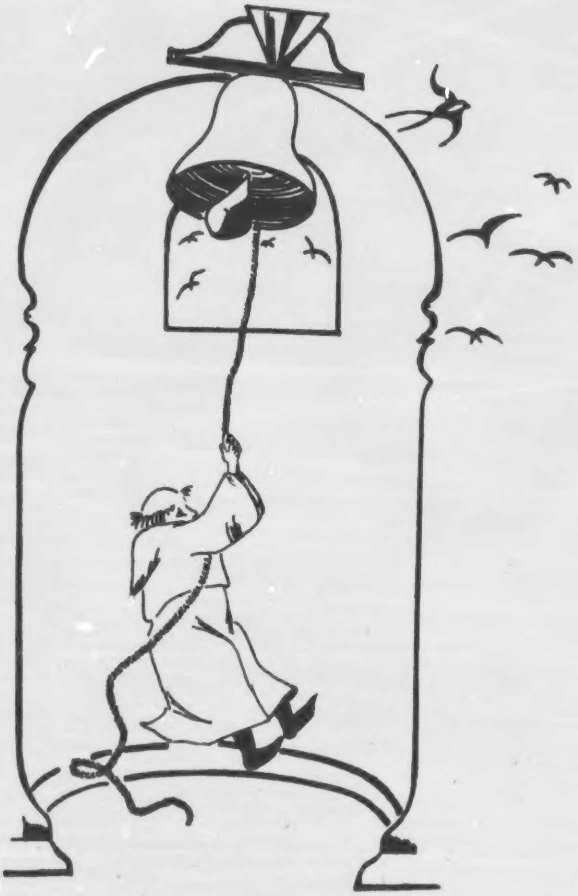
Fray Felipe 12



Fray Felipe 13



Fray Felipe 14



Fray Felipe 15

Colors in Spanish

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
July 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

These materials were developed under a grant from the National Endowment for the Humanities by the Indiana Department of Public Instruction, Division of Curriculum.

The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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COLORS IN SPANISH
Kindergarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. The students will understand and say the colors *rojo*, *azul*, *blanco*, *verde*, and *amarillo*.
2. The students will be able to say *la bandera mexicana*.
3. The students will recognize and describe the Mexican flag.
4. The students will discuss a Spanish artist and a Spanish art print.

Grades One, Two, or Three:

All of the above, plus the colors *anaranjado*, *morado*, and *negro*. The students will also color flags from other Spanish-speaking countries.

Kit Contents

Kindergarten:

1. Tape and directions for presentation and practice of colors (6 lessons)
2. Teacher directions for presentation of flag and other flag-related activities
3. Teacher directions for presentation of a Spanish artist and art print
4. Worksheets and visuals:
    - Mexican flag (V-1)
    - "Fishing for Colors" game and directions (V-10, V-11, and V-12)

Grades One, Two, or Three:

1. All of the above (for 7 lessons), plus
2. Additional worksheets and visuals:
    - Lotto and bingo game (V-2 and V-3)
    - *Valería Verde* and directions (V-4, V-5, V-6, V-7, and V-8)
    - *¿Sabes tú los colores?* - Ice Cream (V-9)
    - Flags of Spanish-speaking countries (V-13)

"Color Wheel" game (V-14)
Word search worksheet (V-15)
Unscramble words worksheet (V-16)
¿Sabes tú los colores? - House (V-17)
Crossword puzzle (V-18)
Matching exercise worksheet (V-19)
Word flash cards (V-20, V-21, V-22, V-23, and V-24)

3. Historical background information on Mexican flag and information on Aztecs

Activities

º indicates materials and/or activities are included in Kit.

Kindergarten:
1. Making a Mexican flag º
2. Making snow/rain pictures º
3. Playing Yo game º
4. Playing "Twister" game
5. Playing "Fishing for Colors" game º
6. Discussing flags and Mexican flag
7. Discussing art print

Grades One, Two, or Three:
1. Numbers 1, 2, 4, 5, 6, and 7 above, plus
2. Describing colors they are wearing
3. Playing color lotto or bingo
4. Finding hidden words
5. Unscrambling words
6. Playing Valería Verde game
7. Coloring in flags
8. Playing ¿Qué Color? game
9. Playing with "Color Wheel"
10. Doing crossword puzzle
11. Doing matching worksheet

Materials

º indicates materials and/or activities are included in Kit.

Kindergarten:
1. Red, white, and green 12"x18" construction paper
2. Colored fish, magnet, string, dowel rod, paper clips, scissors, glue, markers (blank fish in Kit) º
3. 9"x12" sheets of construction paper for each color being taught
4. Food coloring
5. Powdered paint
6. Paper toweling, white paper
7. "Twister" game sheet

Grades One, Two, or Three:

1. Numbers 2, 3, 4, 5, 6, and 7 above, plus
2. Flash cards with written words for each color º
3. Lotto and Bingo worksheets º
4. White construction paper
5. Worksheets V-1 through V-22 º
6. Cardboard, rubberbands

Optional Activities

Kindergarten:

1. Playing color lotto º (see activities for Grades 1, 2, or 3)
2. Making color collages: Have children make collages using colors learned and then describe them in Spanish.

Vocabulary

KINDERGARTEN:

A. Student

me/I	yo	(yoh)
blue	azul	(ah-SOOL)
white	blanco	(BLAHN-koh)
red	rojo	(ROH-hoh)
yellow	amarillo	(ah-mah-REE-yoh)
green	verde	(VEHR-thay)
This is	es	(ess)
the Mexican flag	la bandera Mexicana	(lah bahn-DAY-rah meh-hee-KAH-nah)

B. Teacher

What is this?	¿Qué es?	(kay es)
What color is this?	¿De qué color es?	(day KAY koh-LOHR ess)
Let's sing.	Cantemos.	(cahn-TEH-mohs)

GRADES ONE, TWO, OR THREE:

A. Student

red	rojo	(ROH-hoh)
orange	anaranjado	(ah-nah-rahn HAH-thoh)
yellow	amarillo	(ah-mah-REE-yoh)
green	verde	(VEHR-thay)
blue	azul	(ah-SOOL)
purple	morado	(moh-RAH-thoh)
brown	marrón	(mah-ROHN)
black	negro	(NAY-groh)
white	blanco	(BLAHN-koh)

B. Teacher

What is this?	¿Qué es esto?	(KAY ess AYS-toh)
What color is this?	¿De qué color es?	(day KAY koh-LOHR ess)
What color are you wearing?	¿Qué color llevas puesto?	(kay koh-LOHR YAY-vahs pooAYS-toh)
Read.	Lean.	(lAY-ahn)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:

1. Mexican flag
2. Puppets (if desired)

Grades One, Two, or Three:

1. 9"x12" sheets of colored construction paper, three or four for each color being taught (in this lesson: red, yellow, blue, and green)
2. "Twister" game sheet
3. Red, yellow, blue and green powdered paints
4. White paper or paper towels
5. Red, yellow, green, and blue food coloring
6. Tin pie plates

LESSON 1 GUIDELINES

Kindergarten:

1. As the tape plays the three colors to be learned, hold up the Mexican flag and point to each color. (This can be done by teacher or puppet. Feel free to use the puppets anytime during the unit.)

2. After the students have heard the words several times, encourage them to repeat the colors, first as a group, then individually.

3. After the initial presentation on tape, for reinforcement, hold up the Mexican flag and say ¿De qúe color es? The students reply Es and then name the color. Drill colors several times. Correct responses are: Es verde or Es blanco or Es rojo.

4. Teach and discuss the Mexican flag. You may use any of the following suggestions:

   a. Begin your discussion with "This is the flag of Mexico. Do you know what a flag is?"

   b. Discuss what a flag is and how flags started (i.e., identification in battle during war; identification for kings and various noble families; symbols of people, places or countries).

   c. Compare the Mexican flag to the American flag in terms of colors, design, etc.

   d. Give background on the Mexican flag: When Mexico became an empire in 1821, its flag was adopted soon after. It consists of a vertical tricolour of equal strips of green, white and red, with the badge of the country in the middle of the white stripe. The green represents hope; the white, peace; the red, unity. The emblem in the middle is an eagle holding a snake in its beak and standing on a cactus. Surrounding the eagle is a wreath of oak and laurel. This national arms is based on an old Aztec legend which holds that the tribe could not settle until they found an eagle standing on a cactus and holding a serpent in its beak. The cactus would be on an island in a lake. The Aztecs, the early Indian inhabitants of present-day Mexico, did find this and build their great city Tenochtitlán in the middle of what was once a shallow lake.

5. The students will hear escuchen (listen), repitan (repeat), and respondan (answer) throughout the tapes. Please explain these words and their meaning before each tape. After a few lessons the students will become familiar with them.

Grades One, Two, or Three:

1. As the tape plays the colors to be learned, hold up the corresponding sheets of 9"x12" construction paper. (A puppet can do this if you choose to use the puppets.)

2. After the students have heard the colors several times, encourage them to repeat the colors, first as a group, then individually.

3. For reinforcement, hold up a sheet of colored paper and say ¿De qué color es? The student replies Es and then names the color. Drill class first as a group, then individually.

4. Play the "Twister" game. You can either make your own spinner board or have students call out the moves at random. Substitute colors in Spanish.

5. Rain pictures: Students put whatever colored paints they like on a piece of white paper, then put the paper out in the rain to see what kind of design is made by the rain falling on the paints. Be sure the children identify in Spanish the colors in their painting.

   Snow paintings: Have children fill tin pie plates with snow and sprinkle various colors of food coloring in any manner on the snow. Then they can place a sheet of paper toweling on top and watch the toweling absorb the colors. Be sure students identify the colors in Spanish. Commercial paper toweling (preferably white) works much better than store-bought towels.

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape		
Cup hands to ears.	Escuchen:	
Hold up Mexican flag and point to colors along with tape.	verde	
	blanco	
	rojo	
	verde	
	blanco	
	rojo	
Point to mouth.	Repitan:	
Continue to hold up flag and point to colors.	verde	verde
	blanco	blanco
	rojo	rojo
	verde	verde
	blanco	blanco
	rojo	rojo

Stop Tape: Drill students' comprehension of colors by holding up the flag and pointing to a color, asking ¿De qué color es? Mix up the order of colors. Next call on individuals as you do the same.

ACTIVITY: Discuss flags and the Mexican flag.

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape		
Hold up colored paper in the following order:		
red	Escuchen: rojo	
yellow	amarillo	
blue	azul	
green	verde	
red	rojo	
yellow	amarillo	
blue	azul	
green	verde	
red	Repitan: rojo	rojo
yellow	amarillo	amarillo
blue	azul	azul
red	rojo	rojo
yellow	amarillo	amarillo
blue	azul	azul
green	verde	verde

Stop Tape: Drill class by holding up various colors and mixing up the order, first asking the group, then individuals.

ACTIVITY: Hand out various sheets of colored paper (3 or 4 of each color) to different students. Either you or a student call out a color in Spanish. The students holding that color must stand, say sí, and repeat the color in Spanish or indicate somehow that they have the color.

ACTIVITY: Play "Twister."

ACTIVITY: Make rain/snow pictures.

MATERIALS NEEDED FOR LESSON 2

Kindergarten:
1. 12"x18" sheets of red, white, and green construction paper
2. Scissors, paste
3. Worksheet V-1 (national arms of Mexico)

Grades One, Two, or Three:
1. 9"x12" sheets of colored construction paper (the colors learned thus far)
2. Art print, poster or picture
3. "Twister" game

LESSON 2 GUIDELINES

Kindergarten:

1. Review red, green, and white using same method as lesson 1.

2. Teach Es la bandera mexicana.

3. Make a Mexican Flag: Cut 12"x18" pieces of red and green construction paper in thirds and paste a strip of red on one side of a white 12"x18" sheet and a strip of green on the other, with white showing in the middle. The national arms (see worksheet V-1) is to be pasted in the middle of the white stripe in the center. The students can color it, cut it out (in a circle), and paste it on the strip. The eagle, the serpent, the area where the eagle rests his talons, the acorns and the berries are brown. The leaves and cactus are green. The talons and claws are red. The banner at the bottom center is green/white/red.

Grades One, Two, or Three:

1. Review red, yellow, blue, and green using same method as lesson 1.

2. Teach new colors: orange, purple, black, brown, and white.

3. Hold up a sheet of colored paper and ask ¿De qué color es? Student replies Es and then names the appropriate color. Do this with the class as a group and then with individuals. After drilling the new colors, mix in some of the colors learned in the previous lesson.

4. Discuss an art print by a Spanish artist or an attractive art poster or a very large, colored picture. Art prints are available for loan from public libraries or may be purchased from museums

or bookstores. Discussion of a print by a Spanish painter is a good form of review. The children will be introduced to Spanish culture by discussion of the artist's life and style. Any artist or artwork you choose is suitable. We have selected here Juan Miro. One of his art forms that has become famous is the "collage." After studying Miro and one of his paintings, perhaps the students might like to make their own collage, using the colors they have learned.

Life: Miro was born at Montroig near Barcelona, Spain. He began studying art at the age of 14 at the Barcelona School of Fine Arts. At age 18 he decided that his schoolwork was not giving him what he wanted, so he left and went to Paris. The French artists Picasso and Braque greatly influenced his work.

His Work: Miro's art is filled with fantasy and highly imaginary illusions that children find interesting. Some of his works, such as Composition or Harlequin's Carnival, might prove especially interesting to use. One of his collages might also be good to use because it will give the students an opportunity to see one and then perhaps try to make one on their own using scraps of paper and/or magazines, etc.

Suggested discussion questions:

1. Can you tell me in Spanish what colors are in this painting?

2. How do you feel about this picture? Good, happy, sad, content, afraid, cool, warm, angry, etc.? (Try to get students to talk about how they feel and what they see in the painting.)

3. How do you think the artist felt when he did the painting? Why do you think the artist painted it, etc.? (You might perhaps discuss the style of the author if the children are interested - impressionism, cubism, pointalism, etc.)

4. If you so desire, local art museums can be of great help in supplying you with information, prints, etc. In addition, most have guided tours for schools. If you request it, they can specialize in the area you wish.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape		
Hold up any red, white and green objects.	Escuchen: verde blanco rojo verde blanco rojo	
Continue holding objects.	Repitan: verde blanco rojo	verde blanco rojo
	blanco rojo verde	blanco rojo verde
Hold up Mexican flag.	Escuchen: Es la bandera mexicana. Es la bandera mexicana.	
Continue holding up	Repitan: Es la bandera mexicana.	Es la bandera mexicana.
	Es la bandera mexicana.	Es la bandera mexicana.
	Respondan: ¿Qué es?	
	Es la bandera mexicana.	Es la bandera mexicana.

Stop Tape: Ask ¿Qué es? to evoke the response Es la bandera mexicana. Drill the class as a whole, then individuals. Explain the meaning of the Spanish if they don't seem to understand.

ACTIVITY: Make a Mexican flag. When they are done with their flags, students might want to show off their artwork and their Spanish by standing in front of the class and saying Es la bandera mexicana.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script		Student Response
Start Tape:			
Hold up appropriate sheet of colored paper.	Escuchen:	rojo	
		amarillo	
		azul	
		verde	
		azul	
		verde	
		amarillo	
		rojo	
	Repitan:	rojo	rojo
		amarillo	amarillo
		azul	azul
		verde	verde
	Escuchen:	anaranjado	
		morado	
		negro	
		marrón	
		blanco	
		anaranjado	
		morado	
		negro	
		marrón	
		blanco	
	Repitan:	anaranjado	anaranjado
		morado	morado
		negro	negro
		marrón	marrón
		blanco	blanco
		anaranjado	anaranjado
		morado	morado
		negro	negro
		marrón	marrón
		blanco	blanco
		anaranjado	anaranjado
		azul	azul
		blanco	blanco
		negro	negro
		rojo	rojo
		morado	morado
		amarillo	amarillo
Stop Tape		marrón	marrón

ACTIVITY: Discuss art print, poster or any large, colored picture.

ACTIVITY: Play "Twister."

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Copy of a Spanish art print
2. Information on the life and works of the artist

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:
1. Bingo or lotto boards
2. 9"x12" sheets of colored construction paper
3. Puppets (Pablo and Anita)
4. Game Valería Verde (V-4 through V-8)
5. Game "Fishing for Colors" (V-10 through V-12)

LESSON 3 GUIDELINES

Kindergarten:

In this lesson you will be reviewing the three colors learned - rojo, blanco, verde - via discussion of a print by a Spanish painter. By discussing the artist's life and style, the children will also be introduced to Spanish culture. We suggest that you try to obtain a large copy of a print either in an art book or from an art print lending library. Although any Spanish or Latin American artist can be used, we have selected here Juan Miro. (See Lesson 2 for Grades 1, 2 or 3 for further information on Miro.)

Grades One, Two, or Three:

1. Review orange, purple, black, brown, and white, using same method as in other lesson.

2. Have students describe the colors they are wearing. The question for this is on tape: ¿Qué color llevas puesto? Do not, on this level, attempt to put colors and clothing together.

3. Lotto or Bingo: Play with the whole group or in small groups of 2, 3, or 4. This is an excellent method to practice saying the colors and to practice oral comprehension of the colors. Games can be repeated all through the year. For Bingo, have students color in a lotto sheet in any order, making every square a different color (white can be done by leaving one square uncolored); for durability, run off the lotto stencil on cardboard, if your school has that facility, and then laminate with clear contact paper. Call out the colors at random, keeping a record of the colors you call. Markers can be pieces of paper cut to size. First child to have a row filled wins. Child must call

off the colors of his/her row. For Lotto, cards are colored in the same way. Provide players with a deck of "cards." Cards are simply pieces of colored paper (the same colors they have learned). First player pulls a card from the deck and says it in Spanish before laying it down on the appropriate square. The second player does likewise, until one player either fills the whole paper or a row. If a player can't say the color in Spanish, he or she must put it under the deck and the next player has a turn. The deck must have at least 4 or 5 cards of each color.

5. Puppets Pablo and Anita can be used for describing colors they are wearing.

6. Valería Verde: This game, to reinforce colors with a small group, is a good learning center activity.

7. "Fishing for Colors" Game: Patterns and directions are included. This is a good way to reinforce saying the colors learned and is another good learning center activity.

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script		Student Response
Start Tape			
Hold up different colored objects or paper as color is said. There is a pause after each color for students to repeat.	Repitan:	rojo	rojo
		amarillo	amarillo
		azul	azul
		verde	verde
	Escuchen:	anaranjado	
		morado	
		negro	
		marrón	
		blanco	
	Repitan:	anaranjado	anaranjado
		morado	morado
		negro	negro
		marrón	marrón
		blanco	blanco
		anaranjado	anaranjado
		morado	morado
		negro	negro
		marrón	marrón
		blanco	blanco
Now the two puppets, Pablo and Anita, enter.			
Anita speaks to Pablo.	¿Qué color llevas puesto, Pablo?		
Pablo replies as he points them out.	Verde, amarillo, blanco, rojo, negro (or whatever color your puppet is wearing).		
Pablo to Anita.	¿Qué color llevas tú?		
Anita replies as she points them out.	Rojo, verde, amarillo, blanco (or whatever colors your puppet is wearing).		

Stop Tape: Call on various students and ask them ¿Qué color llevas puesto? First verify class knows what the question means. Then have them give you all the colors they are wearing.

ACTIVITY: Play Lotto.

ACTIVITY: Play Bingo.

ACTIVITY: Play "Fishing for Colors" game.

ACTIVITY: Play Valería Verde game.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:

1. "Twister" game
2. Red, yellow, blue, white, and green sheets of construction paper
3. Mexican flag

Grades One, Two, or Three:

1. 9"x12" sheets of colored construction paper for drilling colors
2. Written word flash cards for blanco, rojo, and verde
3. Information on Mexican flag (see Kindergarten Lesson 1)

LESSON 4 GUIDELINES

Kindergarten:

1. Introduce colors azul and amarillo using same techniques as in other lessons.

2. "Twister" Game: You can either make your own spinner board or have students call out the moves at random. Be sure to substitute colors in Spanish. This can be repeated often.

Grades One, Two, or Three:

1. Review all the colors learned by drilling with colored paper or objects and by having students tell you the colors they are wearing.

2. Teach students to read blanco, rojo, and verde by using flash cards and tapes. Point out to students the similarity between the Spanish word blanco and the English word "blank" - as in a blank (hence, white) sheet of paper.

3. ¿Qué Color? Game: Name several objects in English and have students give the color in Spanish (examples: tomato - rojo, snowman - blanco, sky - azul, grass - verde). Divide the class into two teams, giving each side a word and keeping score. A running score over a few days keeps their interest long enough to make this an effective and quick review.

4. Discussion of Mexican Flag: Use as much of the following material as is applicable to the level, knowledge and interest of your class.

a. Explain that this is the flag of Mexico and then ask, "What is a flag?" Then discuss what a flag is and how flags started (i.e., identification in battle during times of war; identification for kings and various noble families; symbols of people, places or countries).

b. Compare the Mexican flag to the American flag in terms of colors, design, etc. If children have studied one of the other languages, compare that flag to the Mexican flag.

c. Background on the Mexican Flag: See information in Kindergarten Lesson 1.

5. Information on the Aztecs: You may wish to enlarge your discussion of the Aztecs because they played such a large role in the language, culture, and history of Mexico. If so, the following historical facts and data may be helpful. We have included a pronunciation guide to aid with the Indian names.

Cortés	(cor-TAYSS)	Popocatepetl	(poh-poh-kah-TAY-pet'l)
Chapultepec	(cha-BOOL-ta-peck)	Tenochtitlán	(tay-nohch-tee-TLAHN)
Ixtaccihuatl	(ees-tah-SEE-what'l)	Teotihuacan	(tay-o-tee-wah-KAHN)
Malinche	(mah-leen-CHAY)	Tlaxcalans	(tlahs-KAH-lahns)
		Xochimilco	(soh-chee-MEEL-koh)

The Aztec Indians were the last group of Indians to establish a great civilization in Mexico before the conquest by Hernándo Cortés in 1521. Instead of wandering tribes living in teepees or makeshift homes (as was found in North America), the Spanish conquerors found a highly developed and astounding civilization. The Aztecs had built their city in a shallow lake according to the famous legend. The capital was called Tenochtitlán. The Aztec people were well dressed in robes adorned with gold, silver, colorful bird feathers and jewels.

Into this rode Cortés with only 600 men and a few horses. Horses, unknown to the Western hemisphere at that time, proved to be a great weapon for Cortés. The Indians considered them to be fearsome and immortal. There are three lucky circumstances, however, that indeed helped Cortés conquer the Aztecs so easily.

(1) Cortés was helped by an Aztec girl called Malinche (Marina in Spanish). She had been sold by the Aztecs as a slave to the Mayans, where she learned the Mayan language. A Spaniard who had been shipwrecked earlier had also learned the Mayan language, and between them they were able to translate for Cortés. In addition, Marina fell in love with Cortés. She helped him greatly in his conquest by providing him with a tongue to the Aztecs and with much secret information.

(2) The Aztecs had as enemies the Indian tribe the Tlaxcalans, so Cortés willingly joined forces with them, and they were very glad to help someone against their hated enemy.

(3) The third circumstance was a result of pure luck and superstition. Long before, according to Aztec legend, a tall, fair man with a blond beard and blue eyes (looking much like Cortés himself!) had ruled among the short, dark Indians. He perhaps was a shipwrecked Viking who merely, because of his difference in appearance, was worshipped by the Indians. He became their leader and educated them, but he was forced to leave finally because of the jealousy of the high priests. However, before he left, he vowed that he would return. Thus, you can imagine the Aztecs' surprise when tall, blond Cortés arrived.

The Spanish conquest of the Aztecs took nearly two years and left much tragic death in its wake. Cortés was an opportunist who often used trickery and deceit to get his way. After the conquest, with the fall of the Aztec empire, the colonization began. Tenochtitlán became present-day Mexico City. The Spanish conquerors intermarried with the Indians and became what we know today as the Mexican people.

The Aztec heritage, however, did not die and is still found everywhere in Mexico. Aztec names include Chapultepec (Grasshopper Hill), Xochimilco (Flower Garden), and Teotihuacán (Place of the Gods). Two famous volcanos in Mexico bear Aztec names: Popocatepetl (Smoking Mountain) and Ixtaccihuatl (Sleeping Woman).

Many Mexican foods, such as chocolate, chile, tortillas, tomatoes and avocados, have been introduced to the rest of the world by the Spanish, who actually obtained them from the Indians.

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script		Student Response
Hold up appropriate pieces of colored construction paper.	Escuchen:	verde blanco rojo	
	Repitan:	verde blanco rojo	verde blanco rojo
Hold up Mexican flag.	Escuchen:	¿Qué es? Es la bandera mexicana.	
	Respondan:	¿Qué es?	Es la bandera mexicana.
		¿Qué es?	Es la bandera mexicana.
Hold up blue paper.	Escuchen:	azul azul	
Hold up blue paper.	Repitan:	azul azul	azul azul
Hold up yellow paper.	Escuchen:	amarillo amarillo	
Hold up yellow paper.	Repitan:	amarillo amarillo	amarillo amarillo
Hold up blue paper.		azul	azul
Hold up yellow paper.		amarillo	amarillo
Hold up yellow paper.		amarillo	amarillo
Hold up blue paper.		azul	azul

Stop Tape: Drill students, first as a group, then individually. Hold up a piece of colored paper (red, white, blue, yellow, or green) and ask ¿De qué color es?

ACTIVITY: Play "Twister."

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions	Script		Student Response
Review and drill colors by holding up construction paper for all those learned and having students name them.			
Start Tape	Repitan:	rojo	rojo
		anaranjado	anaranjado
		amarillo	amarillo
		verde	verde
		azul	azul
		morado	morado
		marrón	marrón
		negro	negro
		blanco	blanco
Hold up appropriate flash card for each color.			
	Escuchen:	azul	
		blanco	
		rojo	
		azul	
		blanco	
		rojo	
Explain meaning of lean.	Lean:	azul	azul
		blanco	blanco
		rojo	rojo
		azul	azul
		blanco	blanco
		rojo	rojo

Stop Tape: Verify students know what lean means. Drill students with flash cards, first as a group, then individually. Use the cue lean as you drill.

ACTIVITY: Play ¿Qué color? game.

ACTIVITY: Discuss the Mexican flag of today and the history of Mexican flag. Be sure to have students give its colors in Spanish.

ACTIVITY: Play Valería Verde game.

MATERIALS NEEDED FOR LESSON 5

Kindergarten: Sheets of red, blue, white, yellow, and green construction paper

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:

1. Sheets of red, white, and green 12"x18" construction paper
2. Paste, scissors
3. Cloth or large paper for a large flag or banner for the room
4. 9"x12" sheets of colored construction paper for drilling colors
5. *Rojo*, *azul*, *blanco*, *amarillo*, and *anaranjado* written word flash cards
6. Worksheet *¿Sabes tú los colores?* - Ice cream (V-9)

LESSON 5 GUIDELINES

Kindergarten:

1. Review all colors learned thus far (the primary colors plus white).

2. *Yo* (me) Game: This game is just another way to drill the students' knowledge of the 5 colors. Hand out a sheet of each color to five different students. Then ask "Who has *rojo*?" The child with the red piece of paper must stand up and say, "*Yo*." He/she must also repeat the color. Do likewise with the other colors.

Grades One, Two, or Three:

1. Review reading of green, white and red by using flash cards. A quick review is on tape.

2. Teach reading of *amarillo* (yellow), *anaranjado* (orange), and *azul* (blue) by same method.

3. Make a Mexican Flag: Cut 12"x18" pieces of red and green construction paper in thirds. Paste a strip of green on one side and a strip of red on the other of a 12"x18" piece of white construction paper, keeping a white strip in the middle. Color in the emblem provided, cut, and paste in the middle of the white section. You might make a model of a flag for students to copy.

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate written flash card.	Lean: azul	azul
	blanco	blanco
	rojo	rojo
	blanco	blanco
	rojo	rojo
	azul	azul
Hold up appropriate written flash card.	Escuchen: amarillo	
	anaranjado	
	verde	
	amarillo	
	anaranjado	
	verde	
	Lean: amarillo	amarillo
	anaranjado	anaranjado
	verde	verde
	anaranjado	anaranjado
	verde	verde
	amarillo	amarillo
	azul	azul
	amarillo	amarillo
	rojo	rojo
	verde	verde
	blanco	blanco

Stop Tape: Verify students are indeed reading by drilling individually and as a group with the written word flash cards. Mix in all 6 colors introduced thus far.

ACTIVITY: Make Mexican flag, plus a large flag or large banners for the room, if desired.

ACTIVITY: Do worksheet ¿Sabes tú los colores? (Ice cream).

MATERIALS NEEDED FOR LESSON 6

Kindergarten:

1. Paper towels
2. Powdered paints
3. Pie plates
4. White paper
5. Food coloring
6. "Fishing for Colors" materials (V-10 through V-12)

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:

1. Written flash cards of all colors (V-20 through V-22)
2. Worksheets V-15, V-16, V-17, and V-18
3. World map
4. Flags of the various countries, if available
5. Color Wheel (V-14): cardboard, markers, clear contact paper, rubber bands

LESSON 6 GUIDELINES

Kindergarten:

1. Rain Pictures: Student puts whatever colored powdered paints (limited to the colors learned) he or she likes on a piece of white paper. The paper is put out in the rain to see what kind of design is made by the rain falling on the paints. Then the child can identify in Spanish the colors in the painting.

   Snow Pictures: Fill tin pie plates with snow and sprinkle various colors of food coloring in any manner on the snow. Place a sheet of paper toweling on top and watch the toweling absorb the colors. Be sure students identify the colors in Spanish. Commercial paper toweling (perferably white) works much better than store-bought towels.

2. "Fishing for Colors" Game: Patterns and directions are included in Kit. This is an excellent way to reinforce saying the 5 colors learned. Some individuals may on their own want to learn moreno, negro, anaranjado, and morado. They are on tape for your use if you wish to use them. You may add fish of these colors if you wish. This is a good learning center activity.

3. This lesson marks the end of the kindergarten component of this unit. However, feel free to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One,
Two, or Three:

1. Review reading of *azul*, *rojo*, *blanco*, *anaranjado*, *amarillo*, and *verde*.

2. Teach *negro*, *marrón*, and *morado* (black, brown, purple).

3. Once students have mastered reading the colors, worksheets V-15 through V-18 are applicable. You can either present them as a whole class activity or put them up in a learning center with the games (*Valería Verde*, "Fishing for Colors" and the "Color Wheel").

4. Work together on worksheet V-13 (flags of Spanish-speaking countries). This material is in addition to the introductory unit, and what you use will depend on what you did in that unit. Discuss that other countries in the world speak Spanish besides Mexico. Among them are Bolivia, Chile, Panama, Peru and Spain. Spanish names are on tape.

5. You may want to bring in additional supplementary material on these countries: maps, posters, pictures, books, media, souvenirs, films (from the public library), etc.

6. "Color Wheel": See V-14 for diagram and directions.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script		Student Response
Start Tape			
Hold up appropriate flash cards.	Lean:	rojo	rojo
		amarillo	amarillo
		azul	azul
		anaranjado	anaranjado
		blanco	blanco
		verde	verde

Stop Tape

Drill reading of the above colors with class as a whole and with individuals.

Start Tape			
Hold up appropriate flash cards.	Escuchen:	marrón	
		negro	
		morado	
		marrón	
		negro	
		morado	
	Lean:	marrón	marrón
		negro	negro
		morado	morado
		negro	negro
		morado	morado
		marrón	marrón
		rojo	rojo
		verde	verde
		blanco	blanco
		negro	negro
		amarillo	amarillo
		morado	morado
		anaranjado	anaranjado
		marrón	marrón

Stop Tape: Verify students know the new colors by drilling first as a group, then individually.

ACTIVITY: Do Worksheet V-13 (work with map, Spanish-speaking countries, etc.).

ACTIVITY: Do Worksheets V-15 through V-18.

ACTIVITY: Play with "Color Wheel" (V-14).

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three:

1. Written flash cards (V-20 through V-22)
2. All worksheets and games
3. Worksheet V-19

LESSON 7 GUIDELINES

1. Review reading of all colors with flash cards.

2. There is no formal lesson on tape, as this is the last lesson. It is intended that you review and tie up loose ends. Do any activities or worksheets that you have not yet done. Encourage children to spend some time at the learning center if they have not yet done so. Feel free to repeat any lesson, game, or activity where you feel extra reinforcement is needed.

3. One activity is on this tape, and that is an exercise designed to determine the children's ability to recognize in writing the spoken colors. The 9 colors are on tape, each repeated two times. The children will have before them a sheet of paper with 9 exercises (V-19). They must select which word on the paper corresponds to the word being said on tape. They need not be graded. This is just a tool to see if the students are indeed learning the oral and written cues.

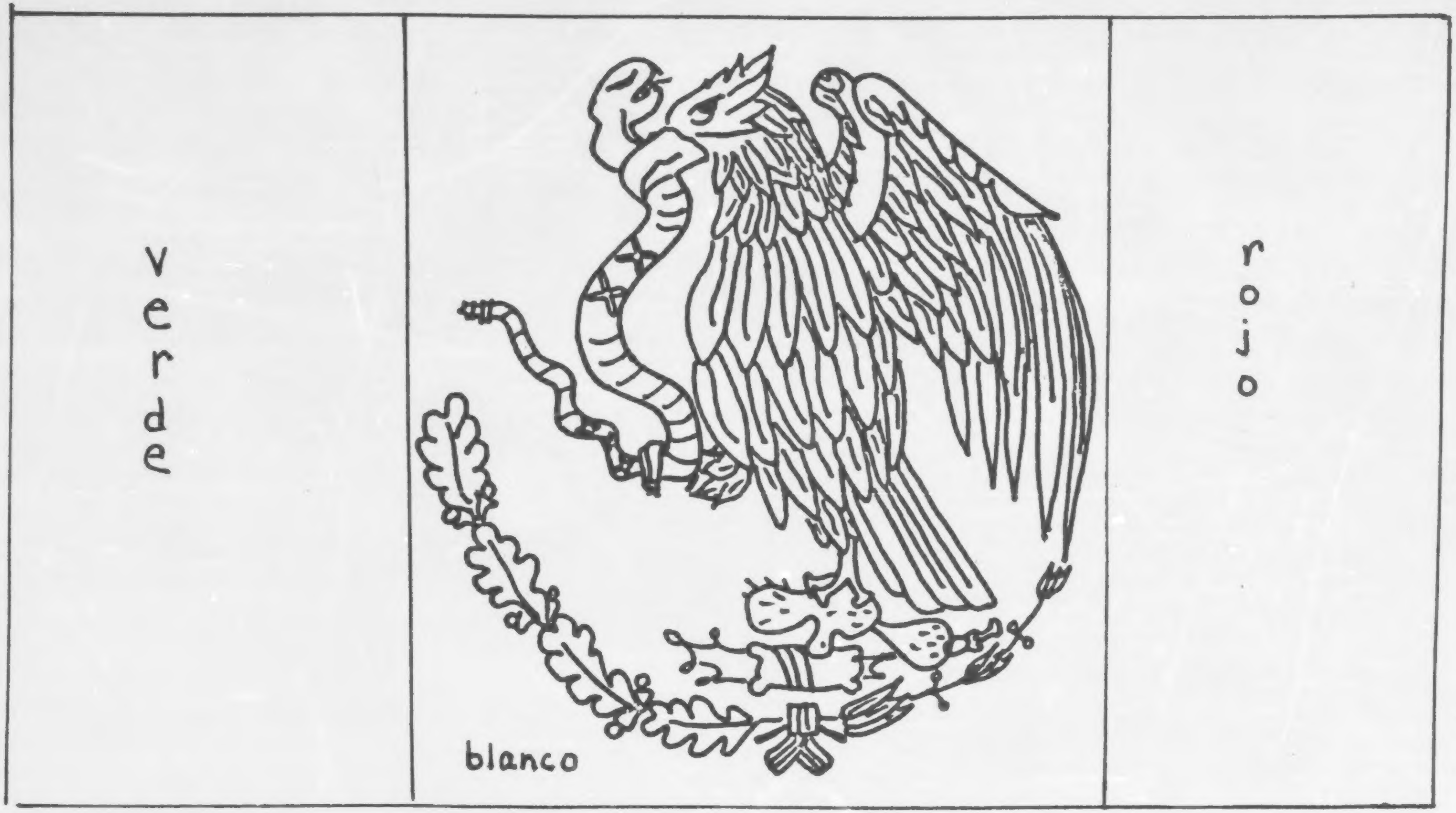
Tape Script - Grades 1, 2, or 3, - Lesson 7

Matching Exercise

The student will hear a color on tape. It will be repeated twice. The student must put an X in the box next to the color he or she hears.

Correct answers:

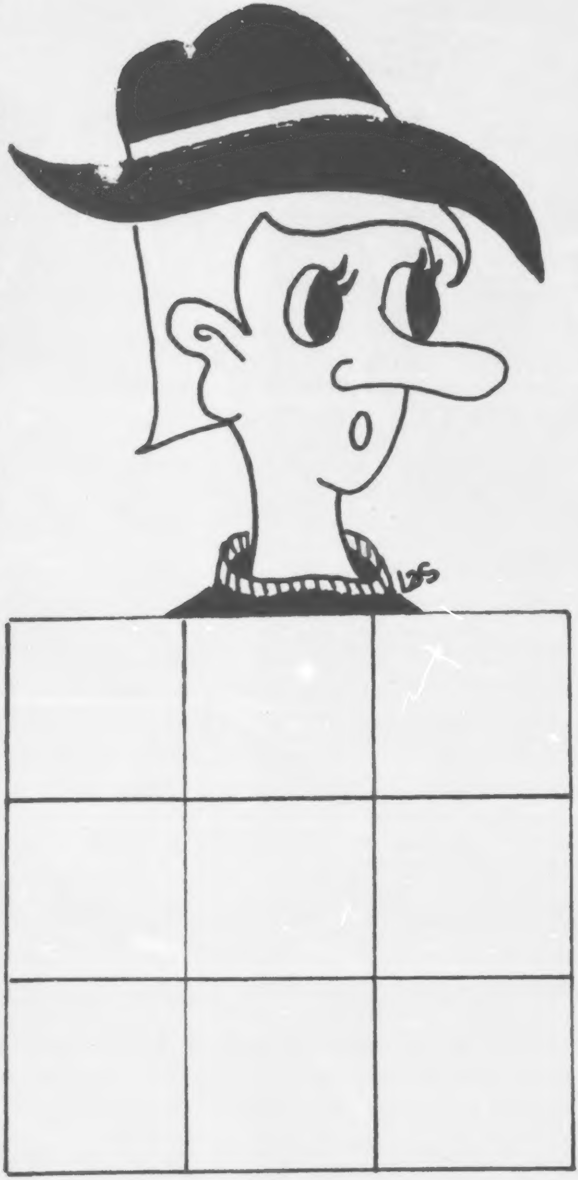
1. rojo
2. amarillo
3. marrón
4. verde
5. anaranjado
6. negro
7. blanco
8. azul
9. morado



La Bandera Mexicana

Color: eagle - brown (marrón)
beak, talons - yellow (amarillo)
cactus, leaves - green (verde)
scroll -under cactus - blue
(azul)

ribbon - red, white, green
(rojo, blanco, verde) stripes
berries, nuts - brown (marrón)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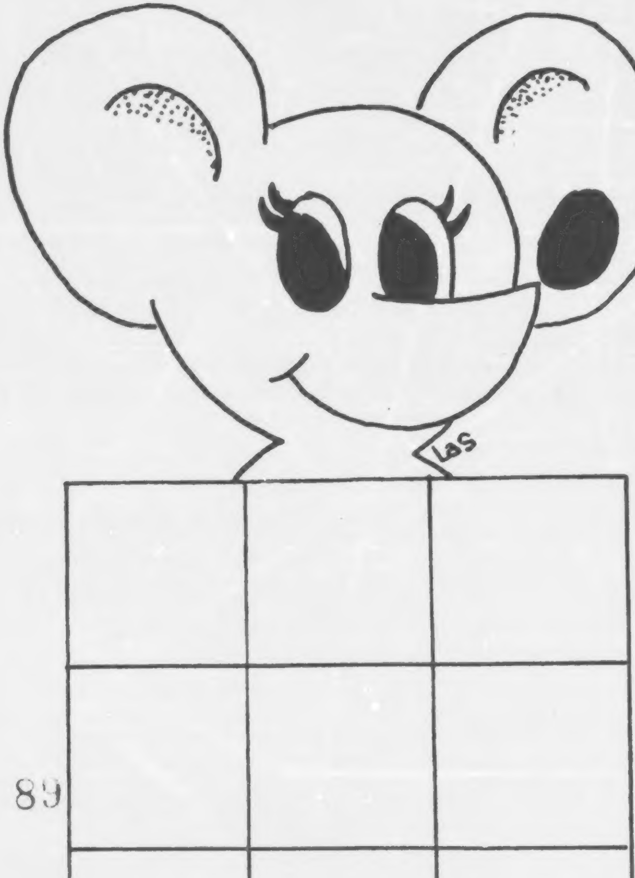
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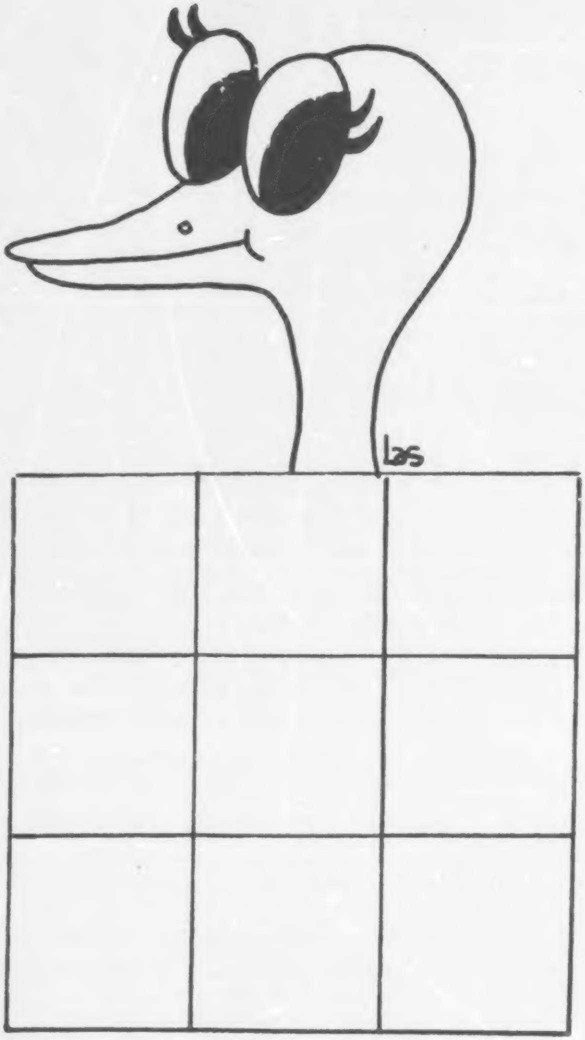
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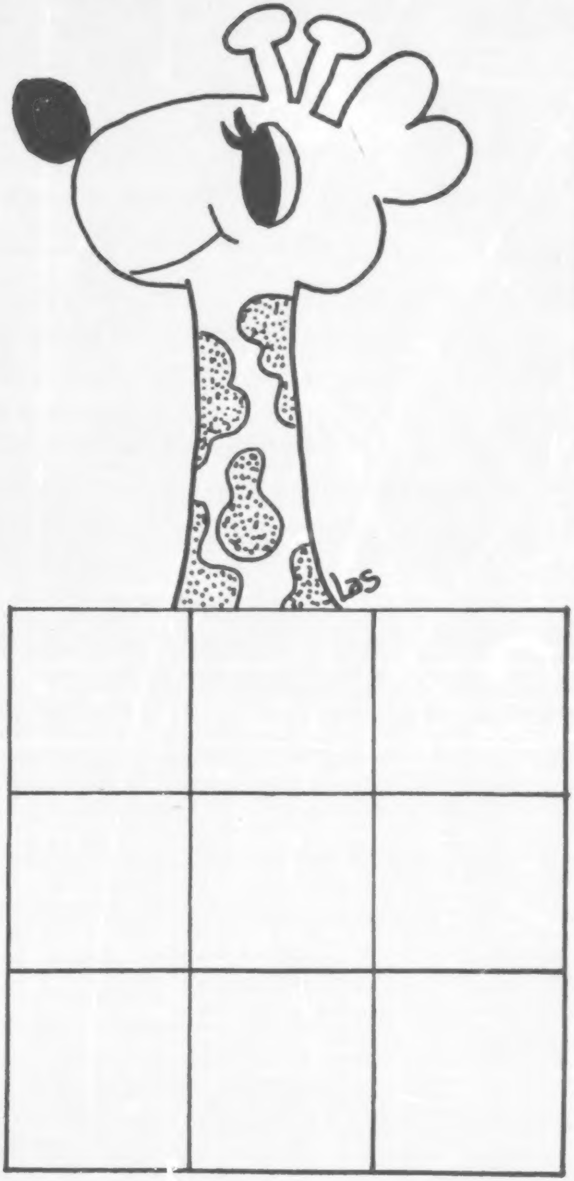
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DIRECTIONS FOR VALERIA VERDE GAME

Objective: To give the students the opportunity to practice saying and using the following colors: blanco, verde, azul, negro, marrón, amarillo, morando, anaranjado

Materials Needed:
1. Valería Verde game board (included in Kit)
2. crayons, colored markers
3. clear contact paper
4. scissors
5. individual markers (included in Kit)
6. colored circles (included in Kit)
7. 6 1/2"x10" manilla envelope

1. Color each section of game board with one of the above colors. Likewise, color the rectangles on the cover. You may also decorate the rest of the cover if desired.

2. Cover with clear contact paper.

3. Color, cover with clear contact paper, and cut out individual markers.

4. Color game circles with the above colors (2 each color), and then cover with clear contact and cut out.

5. Print student directions on 10"x6 1/2" manilla envelope. Attach envelope to back of game board with clear contact paper.

6. Place markers and circles in envelope for a self-contained game that is ideal for a learning center.

Student directions to be printed on the envelope:

PLAY WITH VALERIE WORM!!

Directions

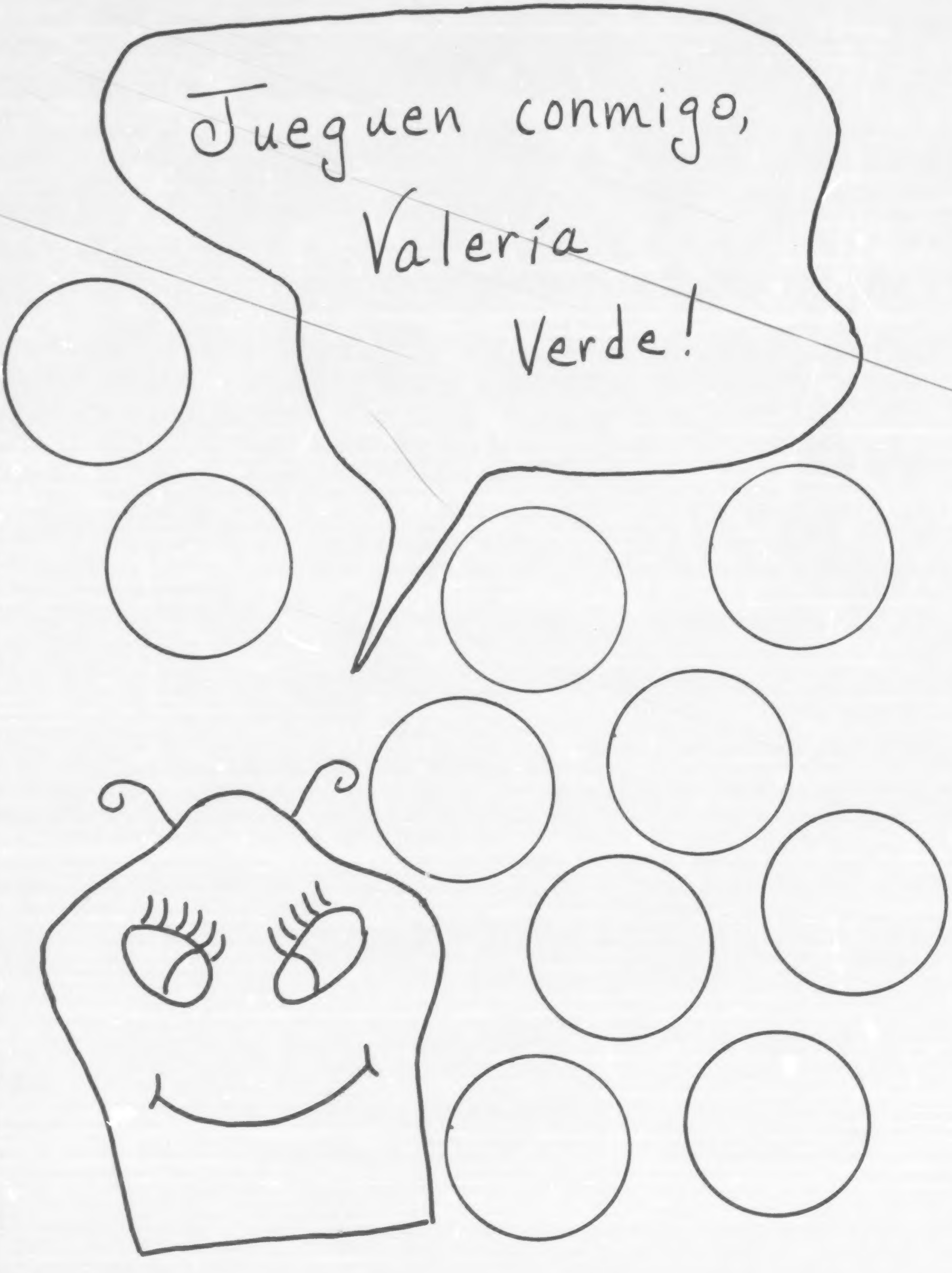
1. Choose a marker and put it in starting box (Principio).

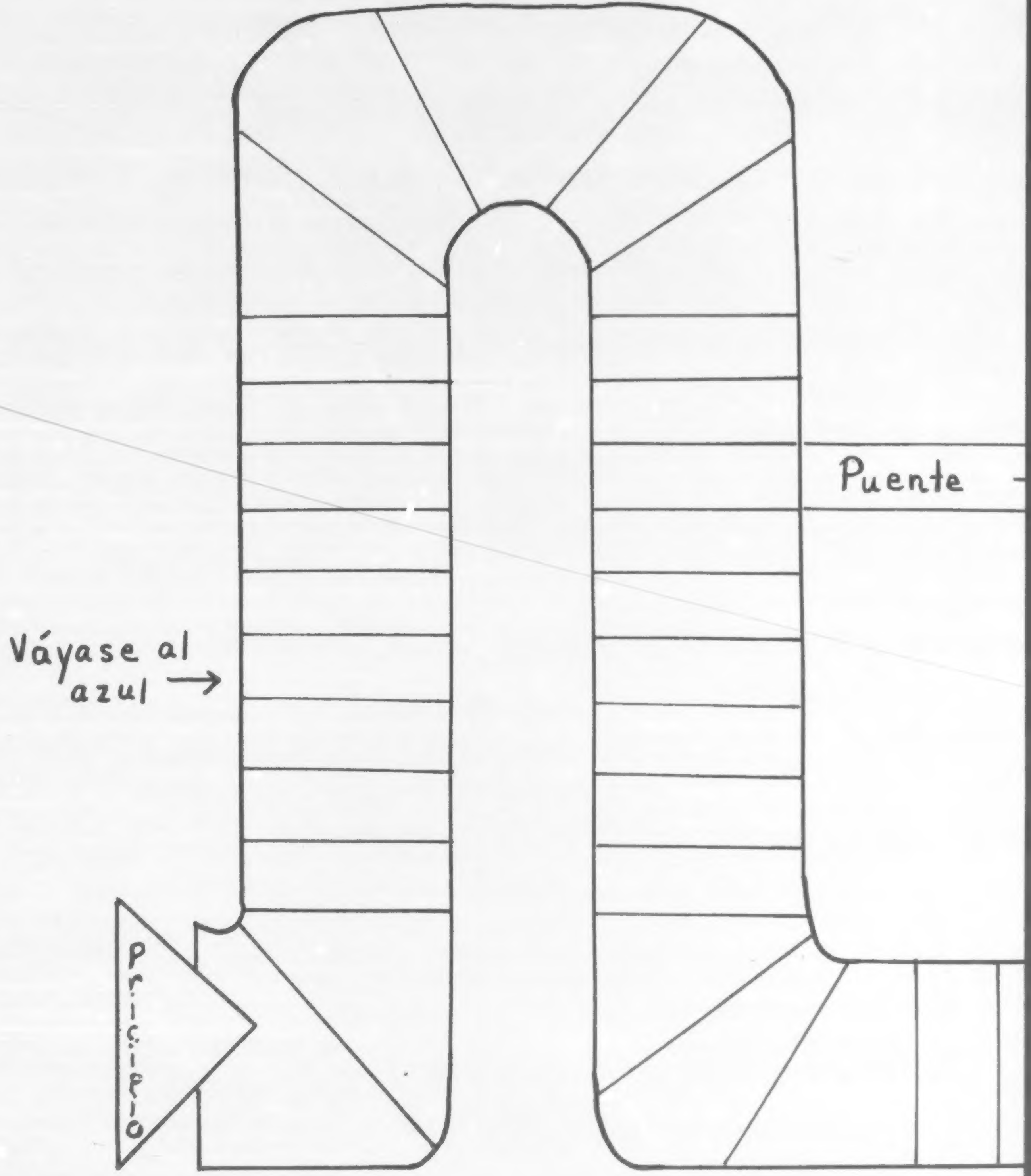
2. First player chooses, without looking, a colored circle from the envelope. Say that color in Spanish, then move your marker to that color.

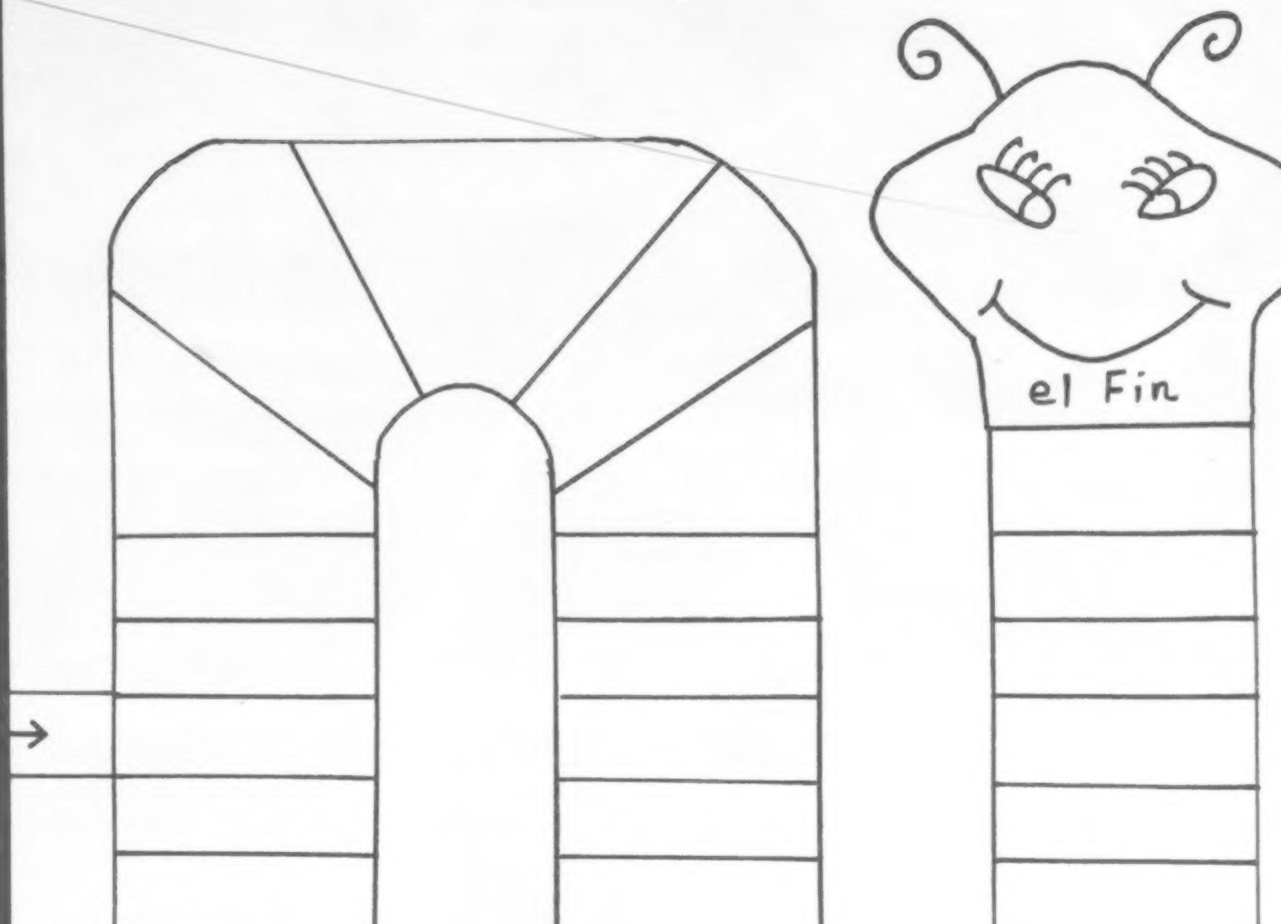
3. If a player can't say the color picked, he or she doesn't move and waits for next turn.

4. First to reach Valería Verde wins.

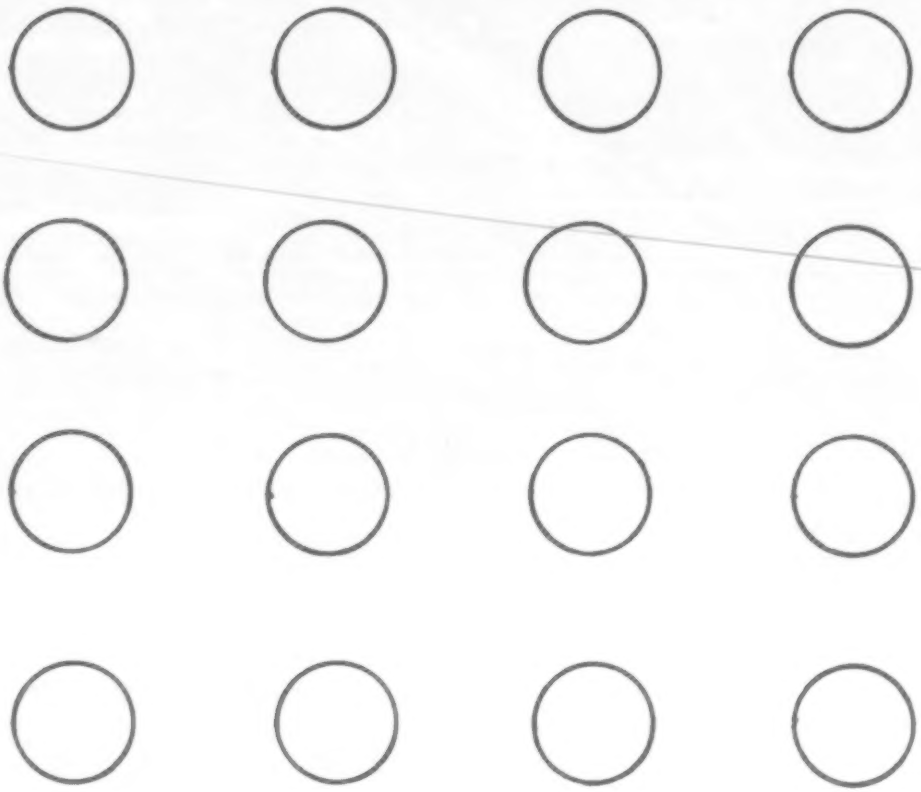
HAVE FUN!!

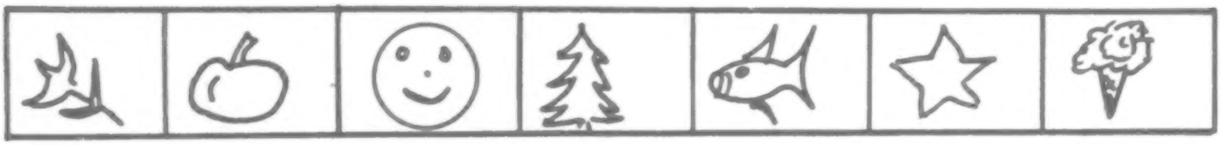

Jueguen conmigo, Valería Verde!


Puente
Váyase al azul
Principio

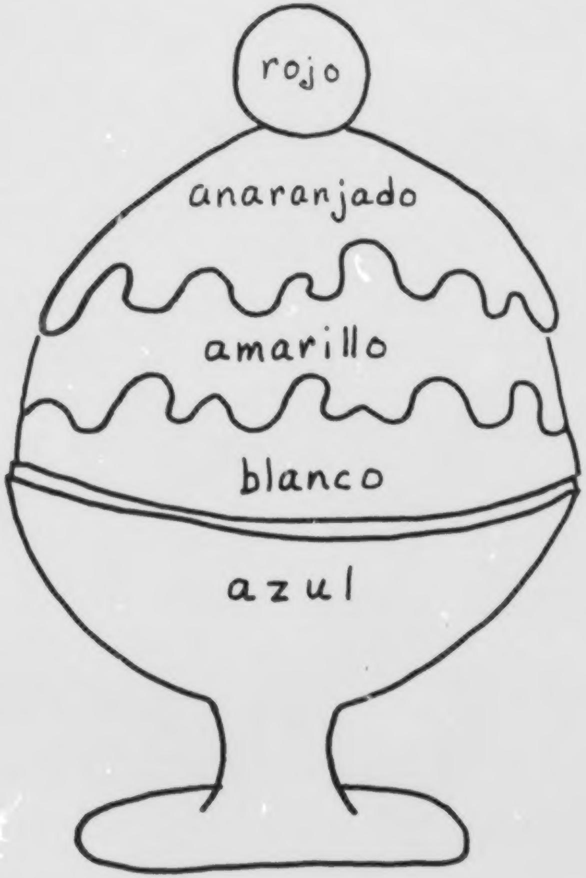


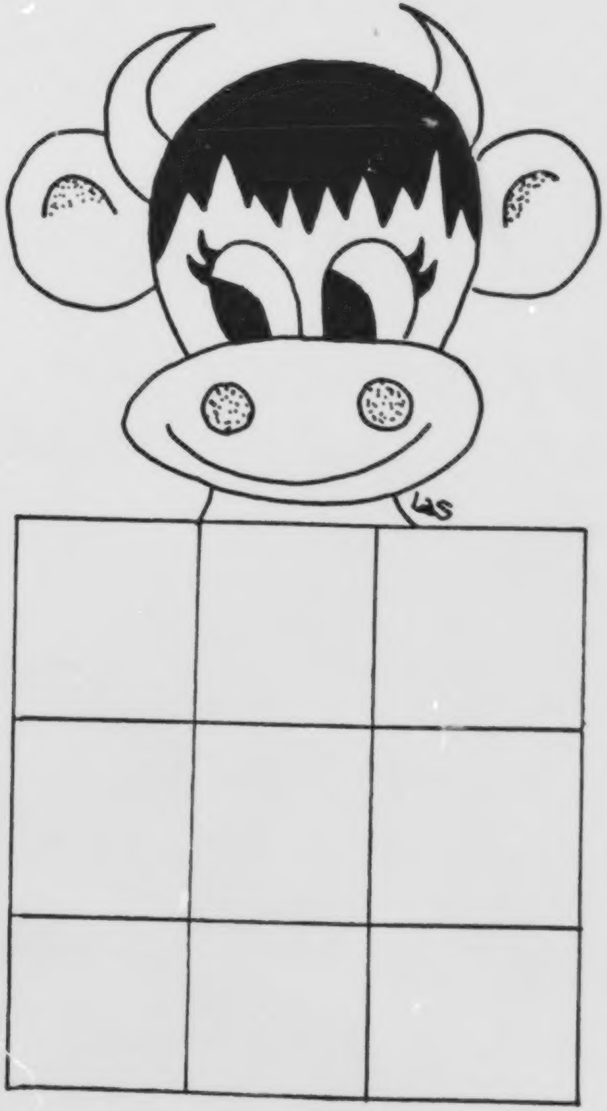
Regrese al anaranjado





¿Sabes tú los colores?


rojo
anaranjado
amarillo
blanco
azul



____
me llamo

DIRECTIONS FOR "FISHING FOR COLORS" GAME

Materials Needed:

1. 10 cardboard fish (included in Kit)
2. string
3. 1 magnet
4. 10 paper clips
5. scissors
6. clear contact paper
7. crayons or color markers (corresponding to colors studies)
8. 2- or 3-foot dowel rod

1. Color fish, 2 for each of the 5 colors learned.

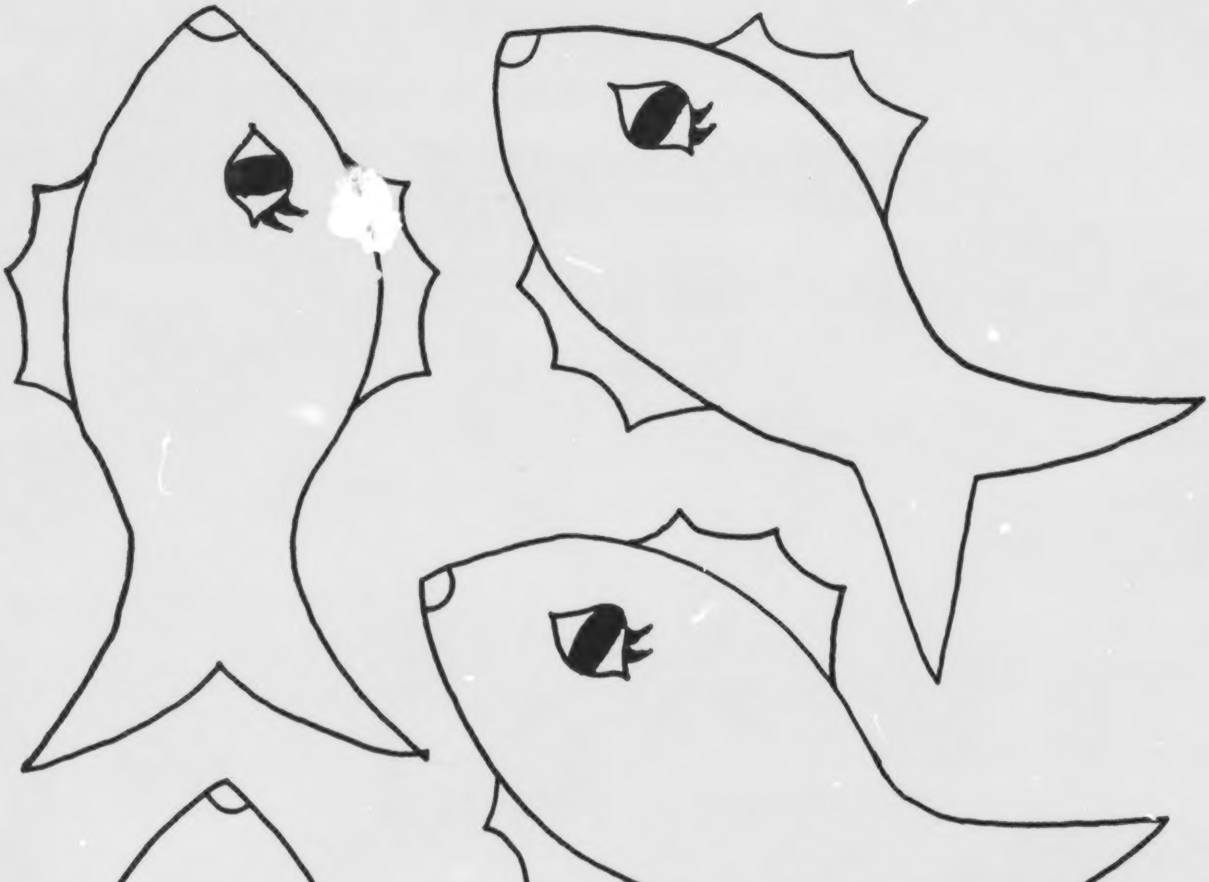
2. Cover fish with clear contact paper and cut them out.

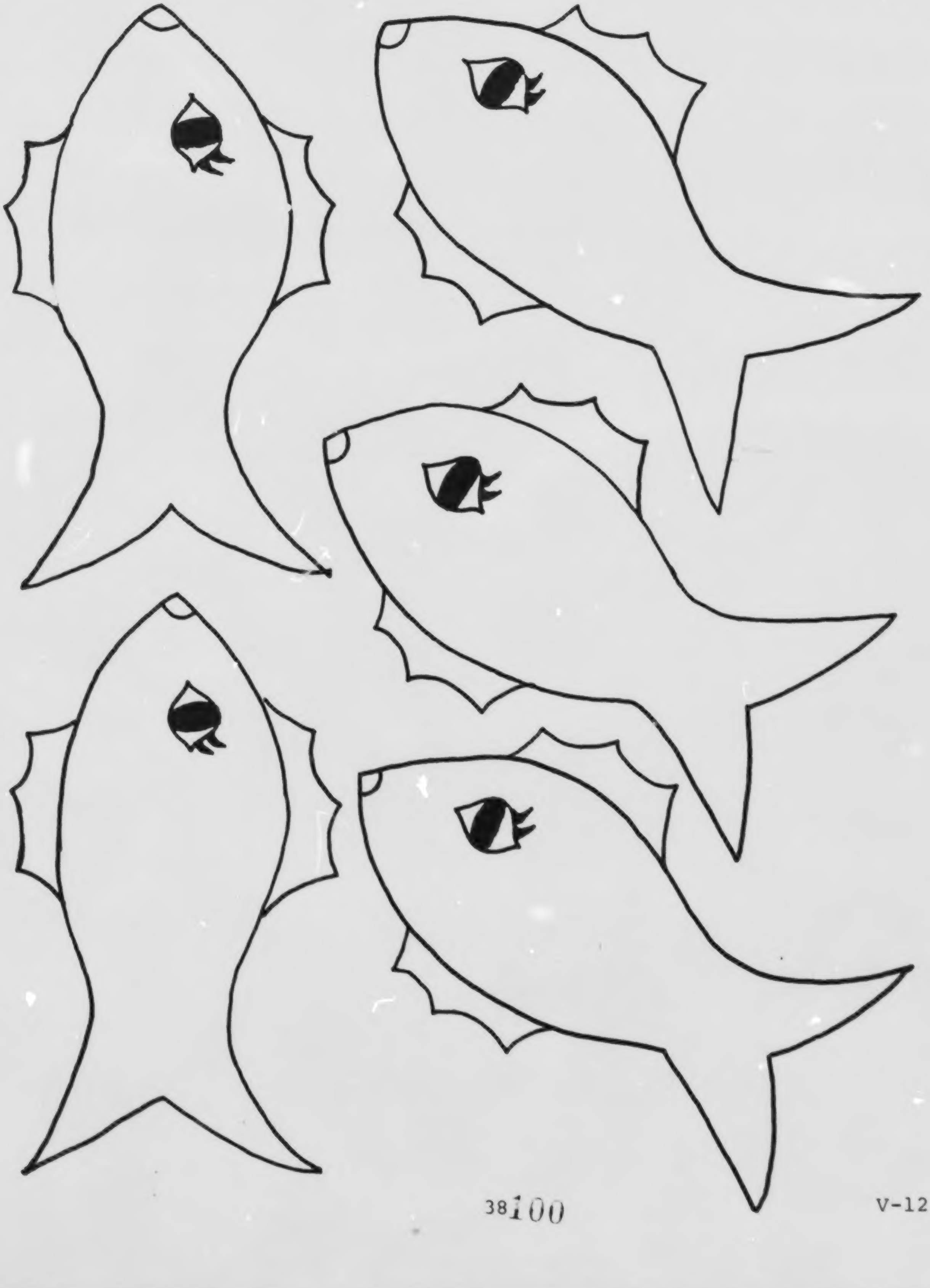
3. Attach a paper clip to each fish.

4. Attach to a dowel rod a piece of string with a magnet attached to the end.

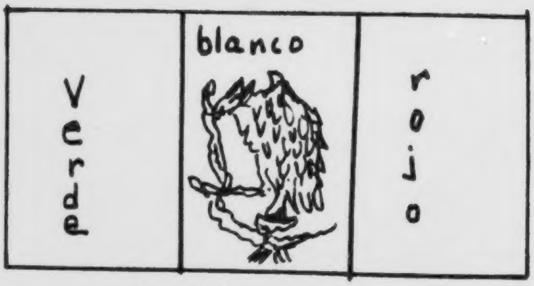
5. Have children "fish" for the colored fish with the dowel rod and the magnet. The child must say the color in French to keep the fish. The child with the most fish wins. This is good for 2 or 3 players. To eliminate competition, throw the fish back in and just take turns fishing.

6. This can be self-contained in an envelope at a learning center. Print the directions on the envelope for the children, if they can read, or, once explained by the teacher, those who cannot read can still play the game on their own.

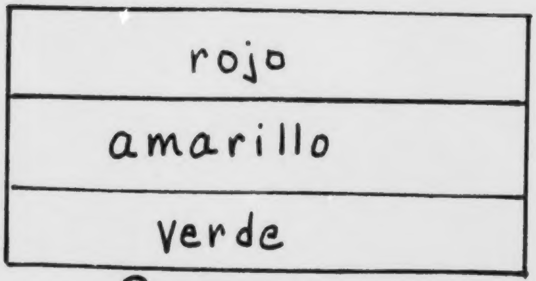




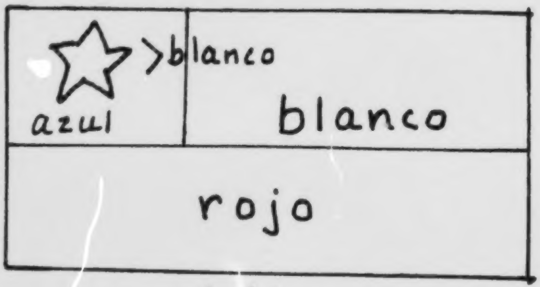
Coloren las banderas Nombre________________


blanco
verde
rojo

México


rojo
amarillo
verde

Bolivia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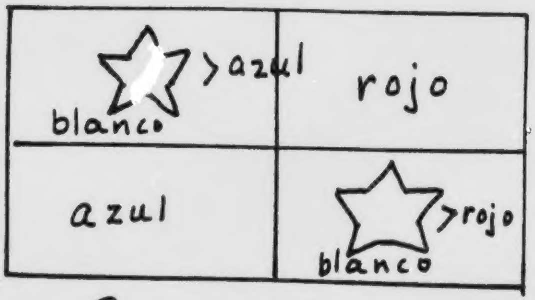
azul
blanco
rojo

Chile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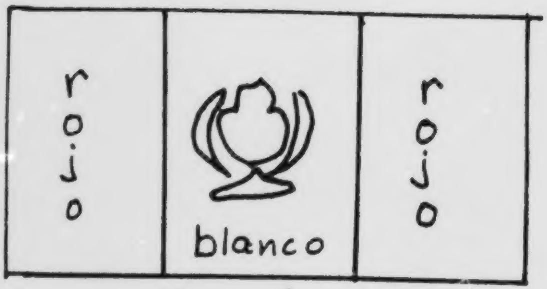
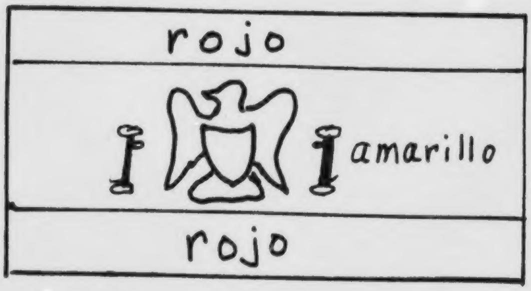
azul
>rojo
blanco

Panamá


rojo
blanco
rojo

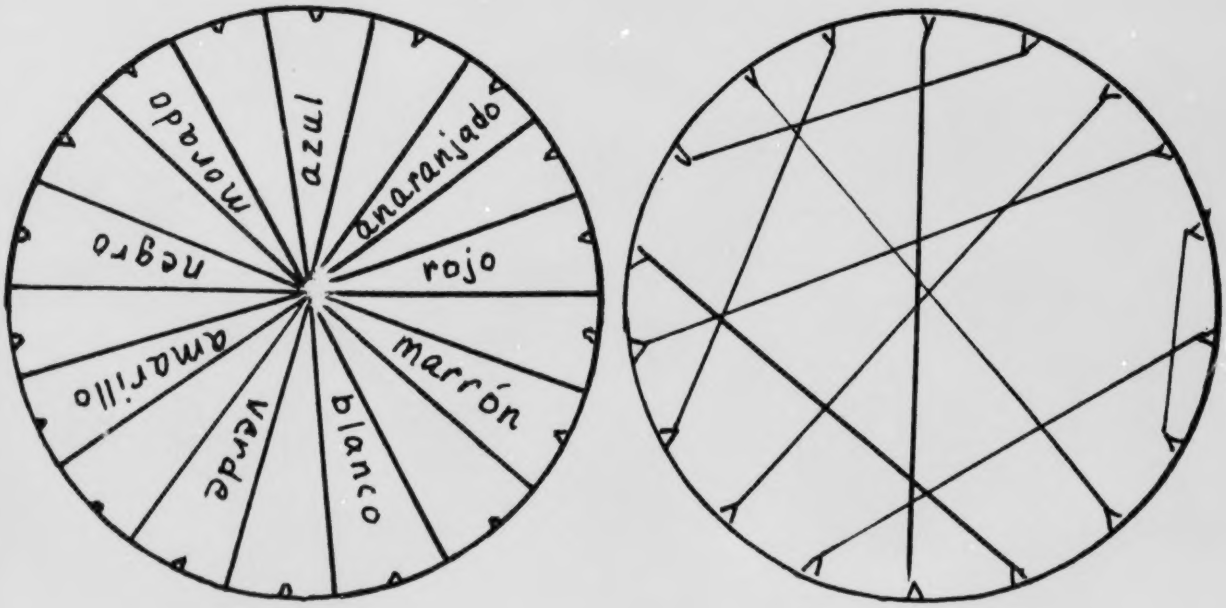
Perú


rojo
amarillo
rojo

España

DIRECTIONS FOR COLOR WHEEL

1. Cut large size wheel out of sturdy cardboard (pizza wheels are excellent).
2. Divide into 18 sections, alternating a color with a word for a color.
3. Cover with clear contact paper.
4. Put a small notch in each section.
5. On the back, draw in the lines corresponding to the correct answer when a rubber band is streched from the correct notch of a color to its word.

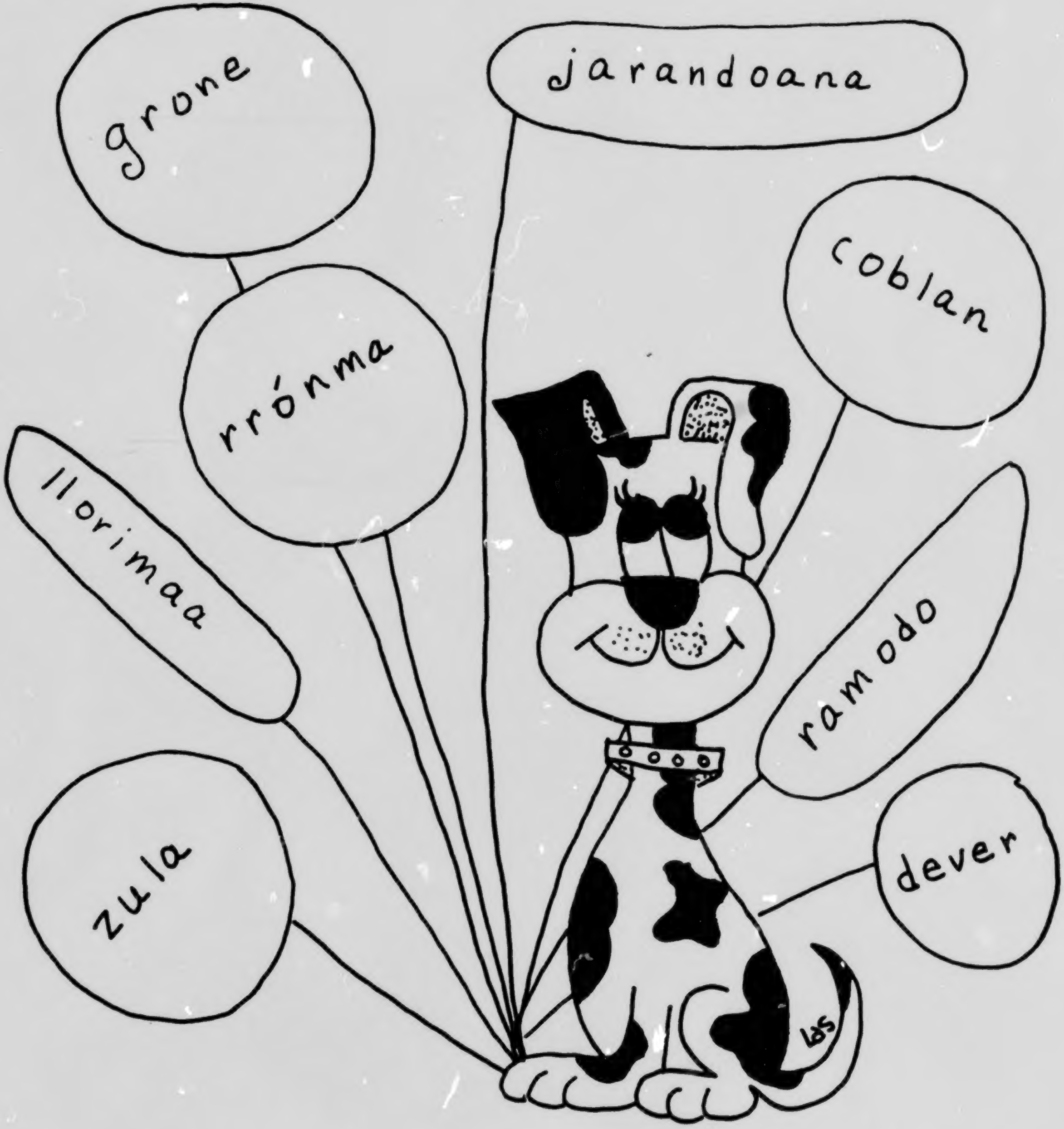

morado
azul
anaranjado
negro
rojo
amarillo
marrón
verde
blanco

Nombre ______________________________

r	o	j	o	p	n	e	g	r	o
z	j	m	m	r	n	p	i	s	a
t	o	l	o	o	a	z	u	l	m
s	u	r	r	s	m	n	v	x	a
b	n	b	a	o	a	s	o	i	r
v	e	r	d	e	r	l	r	a	i
m	u	n	o	x	r	v	a	q	l
a	y	j	o	p	ó	u	n	o	l
a	n	a	r	a	n	j	a	d	o
p	o	u	b	l	a	n	c	o	r

rojo · azul · negro · blanco · morado · anaranjado
marrón · verde · amarillo

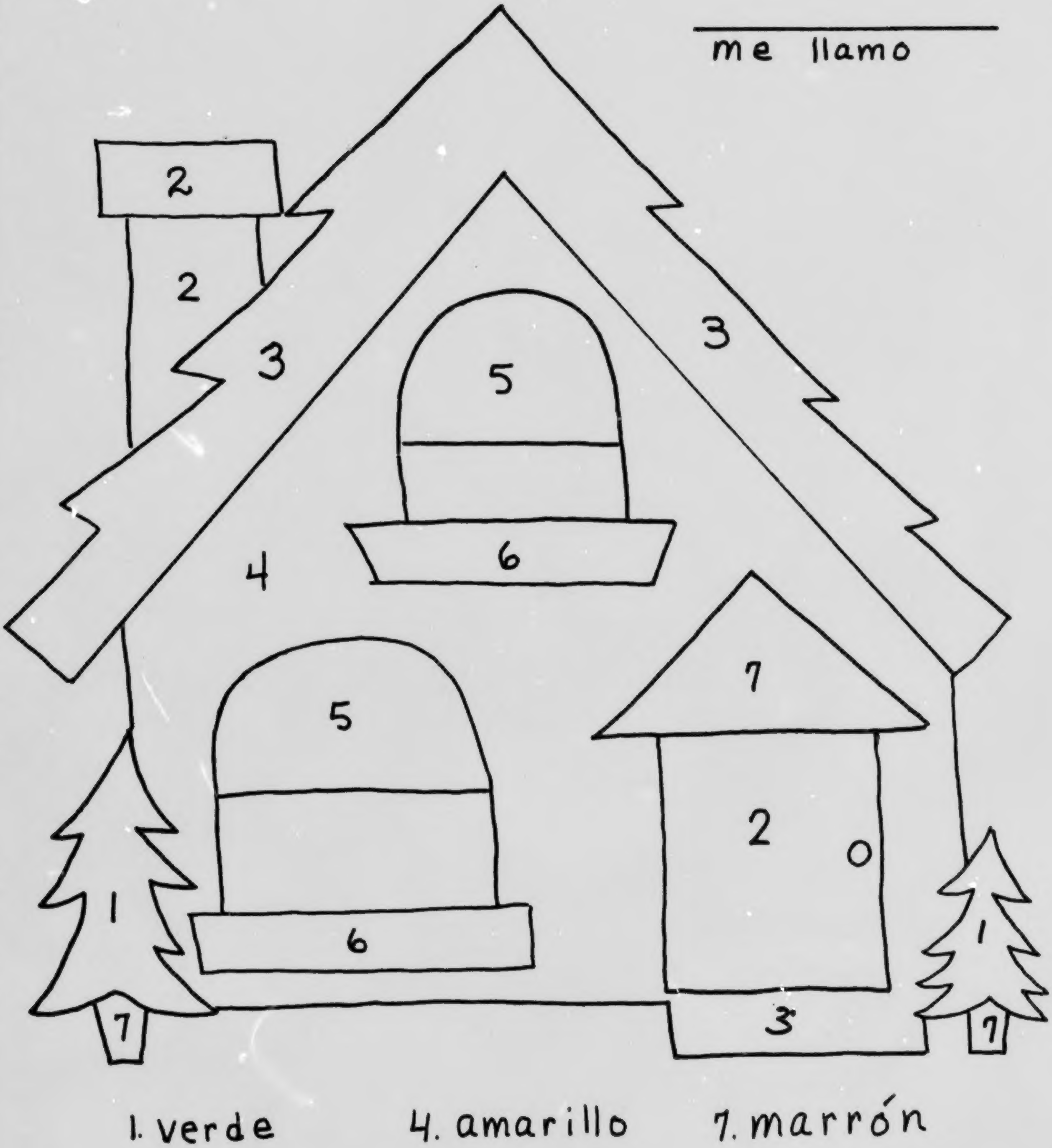
Nombre ____________________


grone
jarandoana
coblan
rrónma
llorimaa
ramodo
zula
dever
los

Help Spot color his balloons.

¿Sabes tú los colores?

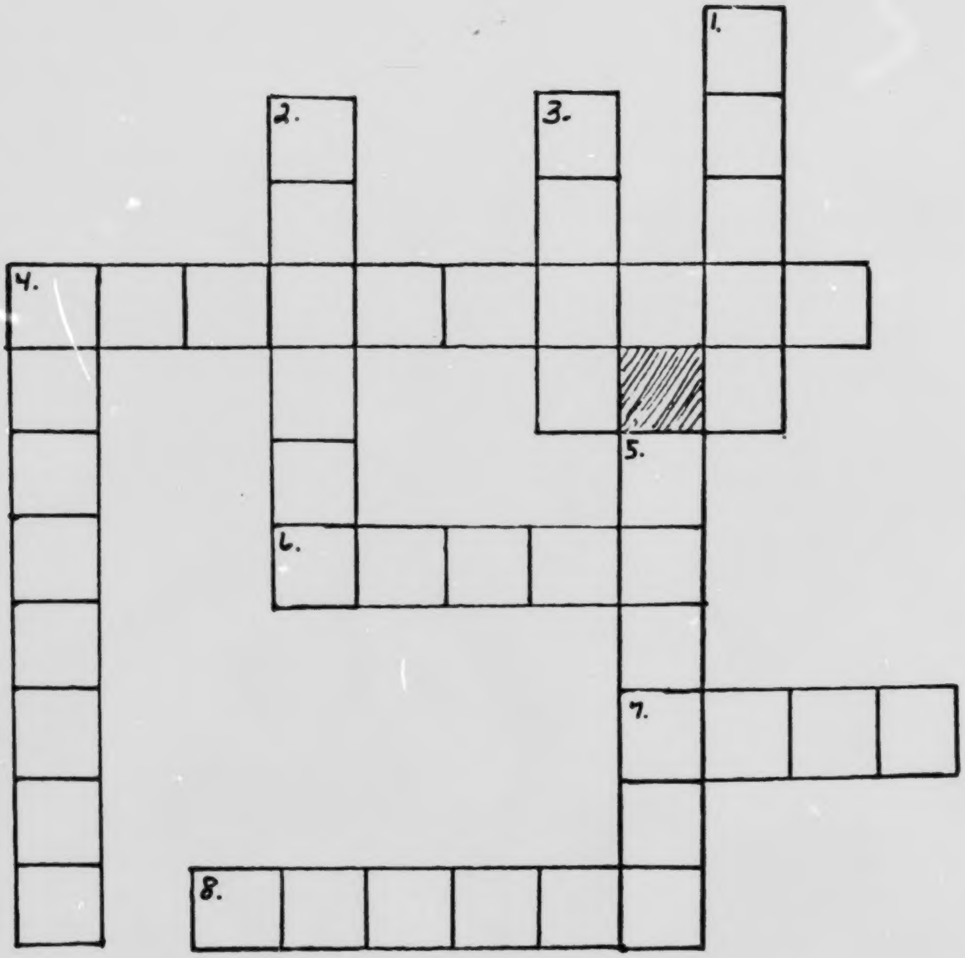
____
me llamo


2
2
3
3
5
6
4
5
6
7
2
1
1
7
3
7

1. verde
2. rojo
3. negro

4. amarillo
5. blanco
6. azul

7. marrón



Horizontal

4. oranje
6. black
7. blue
8. white

Vertical

1. green
2. brown
3. red
4. yellow
5. purple

Nombre ______________________________

Nombre ________________________

1. rojo ☐ negro ☐ amarillo ☐
2. azul ☐ amarillo ☐ anaranjado ☐
3. blanco ☐ negro ☐ marrón ☐
4. verde ☐ morado ☐ negro ☐
5. blanco ☐ verde ☐ anaranjado ☐
6. morado ☐ marrón ☐ amarillo ☐
7. negro ☐ morado ☐ marrón ☐
8. azul ☐ amarillo ☐ rojo ☐
9. blanco ☐ anaranjado ☐ azul ☐

azul

verde

marrón

negro

amarillo

morado

rojo

blanco

anaranjado

Numbers
in
Spanish

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
July 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

These materials were developed under a grant from the National Endowment for the Humanities by the Indiana Department of Public Instruction, Division of Curriculum.

The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

This publication was prepared with support of NEH funding through grant #ES-000-14-79-642.

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NUMBERS IN SPANISH

Kindergarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. The students will comprehend the spoken words for the numbers 1-10 in Spanish.
2. The students will be able to say in Spanish the numbers 1-10.
3. The students will demonstrate that they understand the oral command cuenten by doing what it means.

Grades One, Two, or Three:

1. The students will comprehend the spoken words for the numbers 1-20 in Spanish.
2. The students will be able to say in Spanish the numbers 1-20.
3. The students will be able to read in Spanish the numbers 1-20.
4. The students will demonstrate that they understand the oral commands cuenten, escuchen, repitan and lean by doing what they mean.
5. The students will comprehend, use and answer the question "How old are you?" in Spanish.
6. The students will give their phone number in Spanish.

Kit Contents

Kindergarten:

1. Four lessons with teacher instructions and tape script
2. Directions for verification drills
3. Materials for fishing game (V-8 through V-10)
4. Materials for bingo (V-4 through V-7)
5. Listening activity sheets (V-1 through V-3)

Grades One,
Two, or Three:

1. Numbers 1 (for twelve lessons), 2, 3 and 4 above
2. Worksheets (V-11 through V-17)
3. Patterns of cue cards for words and numbers 1-20 (V-24 through V-28)
4. "Black Lagoon" game (V-18 through V-23)

Activities

º indicates materials and/or activity are included in Kit.

Kindergarten:

1. Playing fishing game º
2. Doing object or picture drill
3. Playing bingo º
4. Making stone soup º
5. Doing listening activity º

Grades One,
Two, or Three:

1. Doing worksheets º
2. Playing "Black Lagoon" game º
3. Playing lotto or bingo game º
4. Playing "Cross Out" game
5. Playing fishing game
6. Playing ¡Hola! game

Materials

º indicates materials and/or activity are included in Kit.

Kindergarten:

1. Cue cards for numbers 1-10
2. Sheets of paper or cardboard with numbers 1, 2, and 3 on them
3. Small food objects
4. Drawings of fish and bingo sheets º
5. Paste, scissors, clear contact paper, crayons, pencils, magic markers
6. Cardboard to mount visuals and bingo sheets
7. Sheets of colored construction paper

Grades One,
Two, or Three:

1. All of the above
2. Cue cards for numbers 11-20
3. Flash cards with written numbers º
4. Teletrainers or play phones

VOCABULARY

Kindergarten:

A. Student

one	uno	(OO-noh)
two	dos	(dohss)
three	tres	(trayss)
four	cuatro	(KWAH-troh)
five	cinco	(SEEN-koh)
six	seis	(sayss)
seven	siete	(SYAY-tay)
eight	ocho	(OH-choh)
nine	nueve	(NWAY-bay)
ten	diez	(dyays)

B. Teacher

count (pl.)	cuenten	(KWEHN-ten)
to, up to	hasta	(AHSS-tah)
stand up (pl.)	levántense	(leh-VAHN-ten-seh)
sit down (pl.)	siéntense	(S'YEHN-tehn-seh)
stand up (sing.)	levántate	(leh-VAHN-tah-teh)
sit down (sing.)	siéntate	(S'YEHN-tah-teh)

Grades One, Two, or Three:

A. Student

one	uno	(OO-noh)
two	dos	(dohss)
three	tres	(trayss)
four	cuatro	(KWAH-troh)

five	cinco	(SEEN-koh)
six	seis	(sayss)
seven	siete	(SYAY-tay)
eight	ocho	(OH-choh)
nine	nueve	(NWAY-bay)
ten	diez	(dyays)
eleven	once	(OHN-say)
twelve	doce	(DOH-say)
thirteen	trece	(TRAY-say)
fourteen	catorce	(kah-TOHR-say)
fifteen	quince	(KEEN-say)
sixteen	diez y seis	(dyay-see-SAYSS)
seventeen	diez y siete	(dyay-see-SYAY-tay)
eighteen	diez y ocho	(dyay-see-OH-choh)
nineteen	diez y nueve	(dyay-see-NWAY-bay)
twenty	viente	(BAYN-tay)
zero	cero	(SAY-roh)
How old are you?	¿Cuántos años tienes tú?	(KWAHN-tos AHN-yos TYAY-nays too)
I am __ years old.	Tengo __ años.	(TAYN-goh __ AHN-yos)
Hello!	¡Hola!	(OH-lah)

B. Teacher

count	cuenten	(KWEHN-ten)
from	de	(day)
to	a	(ah)
What is your phone number?	¿Cuál es su número de teléfono?	(kwahl ayss soo NOO-may-roh day tay-LAY-foh-noh)

read	lean	(LAY-ahn)
What?	¿Cómo?	(KOH-moh)
What is this?	¿Qué es?	(KAY ayss)
The March of the the Numbers (song)º	La Marcha de los Números	(lah MAHR-chah day lohs NOO-may-rohs)
The Lucky Numbers (song)º	Los Números de Buena Suerte	(lohs NOO-may-rohs day BWAY-nah SWAYR-tay)

º We were unable to include these songs in the kit. However, they are available from Educational Activities, Inc., P.O. Box 392, Freeport, New York, NY 11520, Phone: (516)223-4666.

MATERIALS NEEDED FOR LESSON 1

Kindergarten:

1. Cue cards for numbers 1, 2, and 3 (Write very large numbers on 8 1/2"x11" sheets of colored construction paper. They will be more durable if they are laminated with clear contact paper.)
2. Sheets of paper or cardboard with numbers 1, 2, and 3 on them (for stand up activity): three or more for each number (This particular activity can be expanded as new numbers are learned, and it can be used over time and time again.)
3. Ingredients for stone soup recipe:
    - 3 c. raisins
    - 3 c. sunflower seeds
    - 2 c. M & M's
    - 1 c. chocolate chips
    - 1 c. butterscotch chips
    - 2 c. peanuts
    - 2 c. pre-sweetened cereal
    - 1 c. miniature marshmallows

    (Any combination of the above is fine. Be sure and vary 1, 2, and 3 cups. Feeds plenty!)

Grades One, Two, or Three: Cue cards for numbers 1-5 (Write very large numbers on 8 1/2"x11" sheets of colored construction paper. They will be more durable if they are laminated with clear contact paper.)

Note To Teacher: Once a particular skill is mastered, any of the games, worksheets, and activities relating to it can be used as a learning center activity. Your learning center can build as a new skill is introduced, or you can wait and set up the learning center completed after the various skills are learned.

LESSON 1 GUIDELINES

Kindergarten:

1. In all lessons, the initial presentation of the vocabulary on tape is very important. Everyone should be seated, facing you. The tape recorder should be close at hand so that you can start and stop it easily. It is suggested that you read over the tape script beforehand.

2. The students will hear escuchen and repitan on tape. Please explain their meaning.

3. Making Stone Soup: If you have extra funds with which to buy food, stone soup will be a fun learning experience that's also good to eat! Give amounts in Spanish, i.e., dos cups raisins, un cup M & M's, etc.

Grades One, Two, or Three: Numbers 1 and 2 above.

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Buenos días, clase.	Buenos días.
Cup hands to ears.	Escuchen:	
Hold up cue cards 1, 2, 3.	uno dos tres uno dos tres	
Point to mouth.	Repitan:	
Hold up cue cards.	uno dos tres uno dos tres	uno dos tres uno dos tres
	Cuenten de uno a tres.	
Hold up cue cards.	Uno, dos, tres. Uno, dos, tres.	Uno, dos, tres. Uno, dos, tres.

Stop Tape

Verification: Verify that students know meaning of cuenten (count). Hold up cue card for each number and drill them on Spanish numbers, first as a group, then individually. Next ask individuals to count 1-3 without tape or cards.

ACTIVITY: Hand out sheets of paper with 1, 2, and 3 on them, about 3 of each. Say one of the numbers in Spanish and ask the students with that number to levántense. Do likewise for each number.

ACTIVITY: Make stone soup.

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Buenos días, clase.	Buenos días.
Cup hands to ears.	Escuchen:	
Hold up appropriate cue card for each number.	uno dos tres cuatro cinco	
	uno dos tres cuatro cinco	
Point to mouth.	Repitan:	
Pause after each number for student repetition. Hold up appropriate cue card for each number.	uno dos tres cuatro cinco	uno dos tres cuatro cinco
	uno dos tres cuatro cinco	uno dos tres cuatro cinco
Hold up cue cards.	Cuenten de uno a cinco.	
	Uno, dos, tres, cuatro, cinco.	Uno, dos, tres, cuatro, cinco.

Stop Tape

Verification: Verify that students know the meaning of cuenten (count). Hold up the cue card for each number and drill them on the Spanish, first as a group, then individually. Next ask individuals to count from 1-5 without tape or cards.

MATERIALS NEEDED FOR LESSON 2

Kindergarten: Cue cards for numbers 1-6 (See Lesson 1 materials list for specifics.)

Grades One, Two, or Three:

1. Cue cards for numbers 1-10 (See Lesson 1 materials list for specifics.)
2. Bingo and/or lotto cards (Dittos for many different cards are enclosed. They would be more durable if they were run off on manilla folder-weight cardboard. Then write in the numbers from 1-10 in any order (but different order for each card) and laminate with clear contact paper. Before they are laminated, the children might want to color and decorate the cards.)

LESSON 2 GUIDELINES

Kindergarten:

1. It is important to review what has transpired the lesson before at the beginning of each new lesson. While a small review is often included in each lesson plan or on tape, it would be helpful if the teacher would briefly discuss and/or review and drill the material with the students.

2. In counting, speed is not as important as accuracy. Yet many students, in particular with the numbers, have a tendency to speed. Try to keep the counting slower and more accurate.

Grades One, Two, or Three:

1. Numbers 1 and 2 above.

2. Lotto and Bingo: You can use the same cards for both lotto and bingo. With lotto, small groups of children can play together. Each child takes turns drawing a card from a pack and must say that number in Spanish in order to get it and put it on his or her card. The first to fill the card wins. Bingo can be played with the whole class. One person calls the number in Spanish and the children put markers on their cards.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape	Cuenten de uno a tres:	
Hold up cue cards.	Uno, dos, tres.	Uno, dos tres.
Point to ears.	Escuchen: uno dos tres cuatro cinco seis	
Hold up cue cards 4, 5, 6.	cuatro cinco seis	
Point to mouth.	Repitan: cuatro cinco seis	cuatro cinco seis
Hold up cue cards.	cuatro cinco seis	cuatro cinco seis
Hold up cue cards.	Cuenten: uno dos tres cuatro cinco seis	uno dos tres cuatro cinco seis

Stop Tape

Verification: Hold up cue cards one at a time and drill students, first as a group, then individually. Next ask individuals to count 1-6 without cards.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate cue card for each number.	Repitan: uno dos tres cuatro cinco	uno dos tres cuatro cinco
Hold up appropriate cue card for each number.	uno dos tres cuatro cinco	uno dos tres cuatro cinco
	Cuenten de uno a cinco.	
	Uno, dos, tres, cuatro, cinco.	Uno, dos, tres, cuatro, cinco.
Stop Tape		
Verification: Have students individually count from 1-5 without tape.		
Start Tape		
Cup hands to ears. Hold up appropriate cue cards.	Escuchen: seis siete ocho nueve diez	
	seis siete ocho nueve diez	
Hold up appropriate cue cards.	Repitan: seis siete ocho nueve diez	seis siete ocho nueve diez

Tape Script - Grades 1, 2, or 3 - Lesson 2 - Cont. (2)

Teacher Instructions	Script	Student Response
Hold up appropriate cue cards.	Repitan: seis	seis
	siete	siete
	ocho	ocho
	nueve	nueve
	diez	diez
	Cuenten: seis	seis
	siete	siete
	ocho	ocho
	nueve	nueve
	diez	diez
	seis	seis
	siete	siete
	ocho	ocho
	nueve	nueve
	diez	diez
	Cuenten de uno a diez.	
	Uno, dos,	Uno, dos,
	tres, cuatro,	tres, cuatro,
	cinco, seis,	cinco, seis,
	siete, ocho,	siete, ocho,
	nueve, diez.	nueve, diez.

Stop Tape:

Verification: Drill students individually by holding up cue cards and asking for Spanish number. Have students count from 1-10 in Spanish. Divide into teams; then give an individual from a team the number in Spanish and ask for the English, or vice versa.

ACTIVITY: Play lotto for small groups.

ACTIVITY: Play bingo for whole class.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:

1. Cue cards for numbers 1-10 (See Lesson 1 materials list for specifics.)
2. Objects for groupings of 1-10 or pictures of groupings
3. Fishing game (Materials should be colored, cut, laminated, etc.)

Grades One, Two, or Three:

1. Numbers 1 and 3 above
2. Written number flash cards
3. Puppets

LESSON 3 GUIDELINES

Kindergarten:

1. The numbers 7-10 (*siete*, *ocho*, *nueve*, *diez*) are usually the most difficult for the students to retain, so concentrate in this lesson on their mastery.

2. Picture Drill: The object of the groupings is to drill the students' knowledge of numbers in Spanish without the number cue card. Have ready to show them either objects or pictures of objects in groups of 1-10 (for example, peanuts). Then ask the students to give the correct number of items in each group. If food is used, the correct response could earn a tasty reward!

Grades One, Two, or Three:

1. Explain the meaning of *¿Cuántos años tienes tú?*

2. The objective in teaching age is to teach the students to (1) give their age in Spanish and (2) ask each other their age. Therefore it may be necessary to replay the tape with the question *¿Cuántos años tienes tú?* on it. Be sure and have them practice this with each other.

3. This lesson introduces reading. The sight method is being used because the amount of reading taught in the whole program is quite limited. While its use is optional, we justify inclusion of reading on this level for two reasons: (1) past experience has shown that children have actually requested worksheets, games, puzzles, etc., which involve reading, and (2) there is some research that shows that students who are taught reading, in addition to the oral, perform better than those who were not taught reading. Apparently, using the sense of sight reinforces the oral/aural.

   You will need to counter the students' tendencies to read the words as written as oppposed to using the correct pronunciation and stress which are found on tape.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape	Cuenten de uno a seis.	
Hold up appropriate cue cards one at a time.	Uno, dos, tres, cuatro, cinco, seis.	Uno, dos, tres, cuatro, cinco, seis.
Cup hands to ears.	Escuchen: siete ocho nueve diez	
Hold up proper cue cards.	siete ocho nueve diez	
Point to mouth.	Repitan:	
Hold up proper cue cards.	siete ocho nueve diez	siete ocho nueve diez
	siete ocho nueve diez	siete ocho nueve diez
	siete ocho nueve diez	siete ocho nueve diez
Hold up cue cards.	Cuenten de uno a diez.	
	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.

Stop Tape

Verification: Hold up cue cards one at a time and drill students, first as a group, then individually. Next ask individuals to count 1-10 without cards or tape.

ACTIVITY: Do object or picture drill.

ACTIVITY: Play fishing game.

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape	Cuenten de uno a diez.	
	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.
Stop Tape		

Verification: Have individuals *Cuenten de uno a diez* until all or most can do it.

Start Tape		
Use puppets, if desired.		
Pablo to Anita.	Buenos días, Anita. ¿Cuántos años tienes tú?	
	¿Cuántos años tienes tú?	
Anita replies and holds up number 6.	Tengo seis años. Tengo seis años. Tengo seis años. Pablo, ¿cuántos años tienes tú?	
Pablo replies and holds up number 7.	Tengo siete años. Tengo siete años. Tengo siete años.	
	Clase, repitan: ¿Cuántos años tienes tú?	¿Cuántos años tienes tú?
	¿Cuántos años tienes tú?	¿Cuántos años tienes tú?
	Repitan: Tengo seis años.	Tengo seis años.
	Respondan: ¿Cuántos años tienes tú? Tengo siete años.	¿Cuántos años tienes tú? Tengo siete años.
Stop Tape		

Tape Script - Grades 1, 2, or 3 - Lesson 3 - Cont. (2)

Verification: Explain meaning of ¿Cuántos años tienes tú? to class. Next drill them individually. Have them answer with their correct age, of course (Tengo -- años). Then have them ask each other their age.

Start Tape

Hold up flash card with number written in Spanish each time.

Lean:

uno
dos
tres

uno
dos
tres

uno
dos
tres

uno
dos
tres

uno
dos
tres

uno
dos
tres

Stop Tape

Verification: Explain meaning of lean. Drill students first as a group, then individually, holding up the written number flash cards and eliciting the proper answer.

ACTIVITY: Play fishing game.

ACTIVITY: Play bingo or lotto.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:

1. Cue cards for numbers 1-10
2. Bingo game boards and markers or pieces of paper
3. Listening activity sheets (V-1 through V-3)

Grades One, Two, or Three:

1. Written number flash cards for 1-6 (should be colored and laminated)
2. Worksheets
3. Puppets

LESSON 4 GUIDELINES

Kindergarten:

1. Bingo Game: Enclosed are dittos of various bingo boards that can be used. You will need to run them off and make up enough bingo boards for all your students. The students fill them in with any combination of numbers from 1-10. If you run them off on some type of cardboard, then laminate them with clear contact paper, they are quite durable. Play as for any bingo game. One person reads off the number while the children mark the box with pieces of paper or markers. The child who wins must read off the numbers on his/her paper. To win, one row across or down must be filled.

2. Do the listening activity. The instructions for this activity are on the next page. Note: The activity is on tape, but it is indicated as Kindergarten Lesson 5.

3. This lesson marks the end of the kindergarten component of this unit. However, feel free at any time to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Review numbers 1-10.

2. Review age.

3. Teach reading of numbers 4-6.

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate cue card for each number.	Cuenten de uno a diez.	
	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.
Stop Tape		

Verification:

1. Have students practice individually counting from 1-10 without tape or cue cards.
2. Drill them orally by giving to the class a number in English and having them give you the Spanish.
3. Reverse the procedure in number 2, giving the number in Spanish and asking them for the English. These procedures can be done in game form by dividing the class into teams and keeping score.

ACTIVITY: Play bingo.

ACTIVITY: Play fishing game.

ACTIVITY: Listening activity (This activity is indicated on the tape as Kindergarten Lesson 5): The following is an exercise on tape designed to help you evaluate your students' abilities to comprehend the oral words they have learned, in this case the numbers from 1-10. It is not intended as a test, but as a diagnostic tool. If a large number of the students do poorly on this, you may want to go over some of the lessons.

The students will hear the following numbers on tape. Each will be said twice. Feel free to stop the tape if you think they need more time. The students will have before them a sheet of paper with two or four blocks, each having three choices. There are three sheets, ten exercises in all. The students are to circle the number they hear on the tape. (See worksheets V-1 through V-3.)

	Script	Correct Response
A.	cinco	5
B.	nueve	9
C.	uno	1
D.	ocho	8
E.	diez	10
F.	dos	2
G.	siete	7
H.	seis	6
I.	tres	3
J.	cuatro	4

Note to the Teacher: If you prefer, you can have the students write the number they hear on a piece of paper instead of using the enclosed worksheets.

This is the end of the kindergarten component of the numbers unit.

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape	Cuenten de uno a diez.	
	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.
Anita to Pablo.	Pablo, ¿cuántos años tienes tú?	
Pablo to Anita.	Tengo siete años. ¿Cuántos años tienes tú?	
Anita to Pablo.	Tengo seis años.	
	Repitan:	
	¿Cuántos años tienes tú?	¿Cuántos años tienes tú?
	Tengo seis años. Tengo seis años.	Tengo seis años. Tengo seis años.

Stop Tape

Have students ask each other their age, using correct question and answer. Make it a round-robin; that is, have each student ask the person next to him/her, etc.

Start Tape

Hold up flash card for uno.	Lean: uno	uno
Hold up flash card for dos.	dos	dos
Hold up flash card for tres.	tres	tres
Continue holding appropriate flash cards.	uno	uno
	dos	dos
	tres	tres

Tape Script - Grades 1, 2, or 3 - Lesson 4 - Cont. (2)

Teacher Instructions	Script	Student Response
Hold up appropriate flash cards.	cuatro	cuatro
	cuatro	cuatro
	cinco	cinco
	cinco	cinco
	seis	seis
	seis	seis
	Lean: uno	uno
	uno	uno
	dos	dos
	dos	dos
	tres	tres
	tres	tres
	cuatro	cuatro
	cuatro	cuatro
	cinco	cinco
	cinco	cinco
	seis	seis
	seis	seis

Stop Tape

Verification: Drill the numbers 4, 5, and 6, first as a group, then individually. Then add 1-3. Do this without tape to verify that students are actually reading.

ACTIVITY: Divide class into two teams. Hold up written word for a person from one team. If person reads it correctly, that team gets a point. Team with highest score wins.

ACTIVITY: Play fishing game.

MATERIALS NEEDED FOR LESSON 5

Grades One,
Two, or Three:
1. Worksheets V-12 and V-13
2. Written word flash cards for 1-10

LESSON 5 GUIDELINES

Grades One,
Two, or Three: Teach written words for the numbers 7-10.

Teacher Instructions		Script		Student Response	
Start Tape					
Hold up written word flash cards.	Lean:	uno	uno	uno	uno
		dos	dos	dos	dos
		tres	tres	tres	tres
		cuatro	cuatro	cuatro	cuatro
		cinco	cinco	cinco	cinco
		seis	seis	seis	seis
	Lean:	siete	siete	siete	siete
		ocho	ocho	ocho	ocho
		nueve	nueve	nueve	nueve
		diez	diez	diez	diez
		siete	siete	siete	siete
		ocho	ocho	ocho	ocho
		nueve	nueve	nueve	nueve
		diez	diez	diez	diez
Stop Tape					

Verification:

1. Hold up each written flash card and have group read it. Concentrate on 7-10, but add the others and mix them up.

2. Drill with each written word individually.

3. Hand the flash cards out to 10 students and then have 10 different students say the numbers one at a time. The student with the corresponding flash card stands when that number is said.

ACTIVITY: Do worksheets V-12 and V-13.

ACTIVITY: Play any games done thus far.

MATERIALS NEEDED FOR LESSON 6

Grades One, Two, or Three:
1. Written number flash cards for 1-10
2. Telephones or teletrainers
3. Worksheet V-14

LESSON 6 GUIDELINES

1. Número de teléfono: This is a fun drill that most children like. Many of them do not readily recall their phone numbers. Therefore, it would be easier for them to first write down their phone numbers on a piece of paper. Then have them try to say them in Spanish. (As a cultural note, you might pass on to the children that phone numbers have 6 digits in Mexico. They are grouped by 2's and said that way. For example, if the number is 255-6632, in Mexico it would be 25.56.632. It would be given in Spanish as twenty-five, fifty-six, six hundred thirty-two. Of course, the Mexican numbers have only 6 digits and would therefore not include a number in the hundreds. Since students at this level do not learn to count beyond 20, they can give their numbers in single digits.)

2. Role playing with telephones: Most phone companies offer a service free of charge called "teletrainers." These are simply two telephones linked to a control unit which produces ringing signals, dial and busy tones, and amplification of conversation for class evaluation. This would be ideal for practicing phone numbers. There could be a printed list of each child's phone number. As a child dials another number, she/he can say it in Spanish. Or two children could be on the line asking each other their phone number, with the responses in Spanish being amplified so all could hear. Or, after the desired party is reached, basic conversation from the introductory unit could be practiced (i.e., Buenos días, etc.). For Indiana Bell users, call (317)265-5973 to order the teletrainers. If you don't wish to use the teletrainers, simple play phones would do.

3. Worksheet V-14: Have children write their own phone number in the bottom rectangle on the phone. Then have them write the word for the numbers 1-9 in Spanish in the blocks provided. "Zero" in Spanish is cero. On a real push button phone, two buttons are blank.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate written word flash cards.	Lean: uno	uno
	dos	dos
	tres	tres
	cuatro	cuatro
	cinco	cinco
	seis	seis
	siete	siete
	ocho	ocho
	nueve	nueve
	diez	diez
Use Pablo and Anita.		
Pablo speaks to Anita.	Anita, ¿cuál es tu número de teléfono?	
Anita speaks to Pablo.	¿Cómo?	
Pablo repeats.	¿Cuál es tu número de teléfono?	
Anita responds.	¡Ah! Mi teléfono! 255-4432. ¿Cuál es tu número de teléfono, Pablo?	
Pablo answers.	Mi número es 844-3030.	

Stop Tape

Verification: Make sure students know what número de teléfono means, by asking them what Pablo and Anita were saying on tape. Next ask them ¿Qué es su número de teléfono? Drill them individually until all or most can give their phone number in Spanish. (See implementation guidelines for more directions.)

ACTIVITY: Do worksheet V-14.

ACTIVITY: Role play with telephones.

MATERIALS NEEDED FOR LESSON 7

Grades One,
Two, or Three:
1. Number cue cards for 1-15
2. Telephones
3. Dice, pencils, paper, envelope

LESSON 7 GUIDELINES

1. Pay particular attention to counting from 11-20, as these always seem to give students more difficulty. Point out to the students the similarity between the sound of doce and the English word "dozen." Both mean twelve. This association might help them remember. Any associations you can make for them would help.

2. "Cross Out" is a game that enables the student to practice the numbers from 1-12 orally. It can be played by 2-6 players; therefore, it is a good learning center activity. An envelope containing dice, directions and other needed materials can be hung on the activity board. Each player writes numbers 1-12 on a piece of paper. Each student takes a turn at rolling dice, totals the number that comes up, says it out loud in Spanish and then crosses that number off his or her list. If a player rolls a double number, he or she gets an extra turn. The first player to cross all the numbers off the list is the winner. If a number is rolled that the player already has crossed off, he or she has no play that turn.

   This can be adapted later as a reading exercise, once the students have learned to read the numbers 1-12. All that need be done is instead of writing the numbers in numerals, they can be written in word form.

   This game also provides math practice and reinforcement.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Teacher Instructions	Script	Student Response
Hold up appropriate number cue card.	Escuchen: once doce trece catorce quince	
	Escuchen: once doce trece catorce quince	

Tape Script - Grades 1, 2, or 3 - Lesson 7 - Cont. (2)

Teacher Instructions	Script	Student Response
Hold up appropriate number cue card.	Repitan: once	once
	doce	doce
	trece	trece
	catorce	catorce
	quince	quince
	once	once
	doce	doce
	trece	trece
	catorce	catorce
	quince	quince
	catorce	catorce
	doce	doce
	once	once
	trece	trece
	quince	quince

Stop Tape

Verification: Verify the numbers by drilling the class as a whole, then individually. Hold up a number cue card (11-15) and ask ¿Qué es? After drilling 11-15, go back and include 1-10.

ACTIVITY: Review número de teléfono.

ACTIVITY: Role play with telephones.

ACTIVITY: Play "Cross Out" game.

MATERIALS NEEDED FOR LESSON 8

Grades One,
Two, or Three: Number cue cards for 1-20

LESSON 8 GUIDELINES

1. The goal in this lesson is to get the students to orally count from 1-20.

2. ¡Hola! (OH-lah) is a Spanish adaptation of "Buzz." The students count off in order, starting from 1 and going to 20. This is done in Spanish. The students whose turn it is to say 7, 14, 17 (multiples of 7 or numbers with 7 in them) must say ¡hola! or they are out of the game. (It's usually easier and you have better attention if you start all students standing up; then when a students misses a number, he or she must sit.) You can change the number to be replaced.

   Please note that "h" (as in ¡hola!) in Spanish is not pronounced. The sound pronounced is taken from the vowel next to it, i.e., hija (EE-hah) - daughter; hora (OH-rah) - hour; hurto (OOR-toh) - theft.

3. Practice counting in Spanish by 2's, 3's, 5's, etc., according to the students' math abilities.

Tape Script - Grades 1, 2, or 3 - Lesson 8

Teacher Instructions		Script	Student Response
Start Tape			
Hold up appropriate number cue cards.	Repitan:	once	once
		doce	doce
		trece	trece
		catorce	catorce
		quince	quince
		once	once
		doce	doce
		trece	trece
		catorce	catorce
		quince	quince
	Escuchen:	diez y seis	
		diez y siete	
		diez y ocho	
		diez y nueve	
		veinte	

Tape Script - Lesson 1, 2, or 3 - Lesson 8 - Cont. (2)

Teacher Instructions		Script	Student Response
Start Tape			
Hold up appropriate number cue cards.	Repitan:	diez y seis diez y siete diez y ocho diez y nueve viente	diez y seis diez y siete diez y ocho diez y nueve viente
		diez y seis diez y siete diez y ocho diez y nueve veinte	diez y seis diez y siete diez y ocho diez y nueve veinte
		diez y nueve diez y seis veinte diez y ocho diez y siete	diez y nueve diez y seis veinte diez y ocho diez y siete
Stop Tape			
Verification:	Drill the numbers 16-20 with the class as a whole, then with individuals. Mix up the order of the numbers. Next drill by adding 11-15 and use same procedures.		
Start Tape	Cuenten de once a veinte.		
		Once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.	Once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.
	Cuenten de diez a veinte.		
		Diez, once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.	Diez, once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.
Stop Tape			

Tape Script - Grades 1, 2, or 3 - Lesson 8 - Cont. (3)

Teacher Instructions

Verification: Tell the students Cuenten de once a veinte. Have as many individuals as possible count from 11 to 20.

ACTIVITY: Review again número de teléfono.

ACTIVITY: Play ¡Hola! game.

ACTIVITY: Count by 2's, 3's, 5's, etc.

MATERIALS NEEDED FOR LESSON 9

Grades One, Two, or Three:

1. Instructions and worksheets for two taped activities
2. Cue cards for numbers 1-20

LESSON 9 GUIDELINES

1. The object is to have as many students as possible count orally from 1-20 in Spanish. Pay particular attention to the last 10 numbers (11-20), as these give more difficulty.

2. Taped Activity I: This is to test the students' aural comprehension of the numbers 1-20. That is, the students will be asked to listen to numbers in Spanish. They must write down the numeral of each number.

3. Taped Activity II: This is intended to help reinforce the students' knowledge of the numbers and their pronunciation of them. In most of the 10 items they need only give the next number in the sequence. In others they need to determine what the sequence is, i.e., counting by 2's, or backwards, or by 5's. There is additional time allotted on the tape for pausing. These exercises can be repeated until the students get proficient. This type of activity can be done with the class as a whole or can be used as a learning center activity. Simply tape the oral portion on an individual cassette and place the cassette with directions in an envelope.

Tape Script - Grades 1, 2, or 3 - Lesson 9

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate cue cards.	Cuenten de uno a veinte.	
	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.

Tape Script - Grades 1, 2, or 3 - Lesson 9 - Cont. (2)

Teacher Instructions		Script	Student Response
Hold up appropriate number cue cards.	Repitan:	diez y siete	diez y siete
		diez y ocho	diez y ocho
		diez y nueve	diez y nueve
		veinte	veinte
		diez y ocho	diez y ocho
		veinte	veinte
		diez y siete	diez y siete
		diez y nueve	diez y nueve

Stop Tape

Verification: Hold up a cue card and ask a student to give the number in Spanish. Drill until most or all know these numbers. Finally, ask students Cuenten de uno a veinte.

ACTIVITY: Play Hola! game.

ACTIVITY: Do two exercises on tape.

Taped Activity I

Directions: The student will hear the number orally in Spanish. On a piece of paper before him/her, the student will write the numeral of the number he/she has heard.

Tape Script	Student Response (written)
You will hear ten numbers in Spanish. On the paper before you, write that number.	
1. doce	12
2. siete	7
3. diez y ocho	18
4. veinte	20
5. tres	3
6. quince	15
7. seis	6
8. catorce	14
9. uno	1
10. diez y seis	16

Taped Activity II

Directions: The students will hear a series of numbers for each activity. Their task will be to provide orally the correct number in that sequence.

EXAMPLE: The students will hear: dos, cuatro, seis. The correct response is ocho. There will be a pause for the students to give the answer, and then the correct response will be provided.

Start Tape

	Tape Script	Student Response	Answer
1.	Uno, dos, tres, cuatro,	________________	(cinco)
2.	diez y siete, diez y ocho, diez y nueve,	________________	(veinte)
3.	dos, cuatro,	________________	(seis)º
4.	once, doce, trece,	________________	(catorce)
5.	siete, ocho, nueve,	________________	(diez)
6.	quince, diez y seis, diez y siete,	________________	(diez y ocho)
7.	diez, nueve, ocho,	________________	(siete)º
8.	cinco, diez,	________________	(quince)º
9.	cuatro, tres, dos,	________________	(uno)º
10.	ocho, nueve, diez,	________________	(once)

Stop Tape

º Might provide increased difficulty (therefore a longer pause on tape).

MATERIALS NEEDED FOR LESSON 10

Grades One, Two, or Three:
1. Dice, pencils, paper, envelope
2. Written word flash cards for numbers 11-13

LESSON 10 GUIDELINES

1. Goal is to learn to read the numbers 11-13 in Spanish.

2. "Cross Out": This game, first introduced in lesson 7, can be adapted to practice writing and reading numbers 1-12. Directions are the same as before except that where the players wrote the numerals on a piece of paper, they can write the *word* for each number.

Tape Script - Grades 1, 2, or 3 - Lesson 10

Teacher Instructions	Script	Student Response
Hold up *written* flash card.	Escuchen: once doce trece	
	once doce trece	
	Lean: once doce trece	once doce trece
	once doce trece	once doce trece
	once doce trece	once doce trece

Stop Tape

Verification: Drill students' *reading* of flash cards by holding up the various written cards and asking *lean*. You can drill first as a group, then individually.

ACTIVITY: Play "Cross Out."

MATERIALS NEEDED FOR LESSON 11

Grades One,
Two, or Three:
1. Written word flash cards for numbers 11-16
2. Dice, pencils, paper, envelope

LESSON 11 GUIDELINES

Goal is to learn to read the numbers 14-16.

Tape Script - Grades 1, 2, or 3 - Lesson 11

Teacher Instructions	Script		Student Response
Hold up appropriate written flash card.	Lean:	uno	uno
		dos	dos
		tres	tres
		cuatro	cuatro
		cinco	cinco
		seis	seis
		siete	siete
		ocho	ocho
		nueve	nueve
		diez	diez
		once	once
		doce	doce
		trece	trece
	Lean:	doce	doce
		once	once
		trece	trece
	Escuchen:	catorce	
		catorce	
	Lean:	catorce	catorce
		catorce	catorce
	Escuchen:	quince	
		quince	
	Lean:	quince	quince
		quince	quince
		catorce	catorce
		quince	quince

Tape Script - Grades 1, 2, or 3 - Lesson 11 - Cont. (2)

Teacher Instructions	Script		Student Response
Hold up appropriate card.	Escuchen:	diez y seis	
		diez y seis	
	Lean:	diez y seis	diez y seis
		diez y seis	diez y seis
		quince	quince
		diez y seis	diez y seis
		catorce	catorce

Stop Tape

Verification: Drill students' reading of flash cards by holding up the various written word cards and asking lean. Drill first as a group, then individually.

ACTIVITY: Repeat any game or learning activity done thus far.

MATERIALS NEEDED FOR LESSON 12

Grades One,
Two, or Three:
1. Written word flash cards for numbers 1-20
2. Dice, pencils, paper, envelope
3. Worksheets V-15 through V-17
4. Materials for "Black Lagoon" game (V-18 through V-23)

LESSON 12 GUIDELINES

1. Teach reading of the numbers 17-20.

2. Play "Cross Out" game.

3. Do worksheets V-15 through V-17. These may be done in class with the group or may be put in a learning center for the students to do on their own.

4. When teaching diez y seis, diez y siete, diez y ocho, and diez y nueve, you may want to explain or point out the fact that the numbers for 16, 17, 18, and 19 are merely a combination of 10 and 6, 10 and 7, 10 and 8, and 10 and 9.

5. Taped Oral and Written Exercise (see V-11): This can be either a group activity or a learning center activity.

6. "Black Lagoon" game: This is for reinforcement of reading of numbers 1-20. Directions and game board sheets are included in Kit.

Tape Script - Grades 1, 2, or 3 - Lesson 12

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate written word flash card.	Lean: uno	uno
	once	once
	ocho	ocho
	cinco	cinco
	dos	dos
	siete	siete
	cuatro	cuatro
	doce	doce
	seis	seis
	quince	quince
	trece	trece
	tres	tres
	nueve	nueve
	catorce	catorce
	diez y seis	diez y seis

Tape Script - Grades 1, 2, or 3 - Lesson 12 - Cont. (2)

Teacher Instructions	Script		Student Response
Hold up appropriate written word flash card.	Escuchen:	diez y siete	
		diez y ocho	
		diez y nueve	
		veinte	
		diez y siete	
		diez y ocho	
		diez y nueve	
		veinte	
	Lean:	diez y siete	diez y siete
		diez y ocho	diez y ocho
		veinte	veinte
		diez y nueve	diez y nueve
		diez y siete	diez y siete
		veinte	veinte
		diez y ocho	diez y ocho

Stop Tape

Verification: Drill students' reading of flash cards by holding up the various written word cards and asking lean. Drill first as a group, then individually.

ACTIVITY: Play "Cross Out" game.

ACTIVITY: Play "Black Lagoon" game.

ACTIVITY: Do worksheets V-15 through V-17.

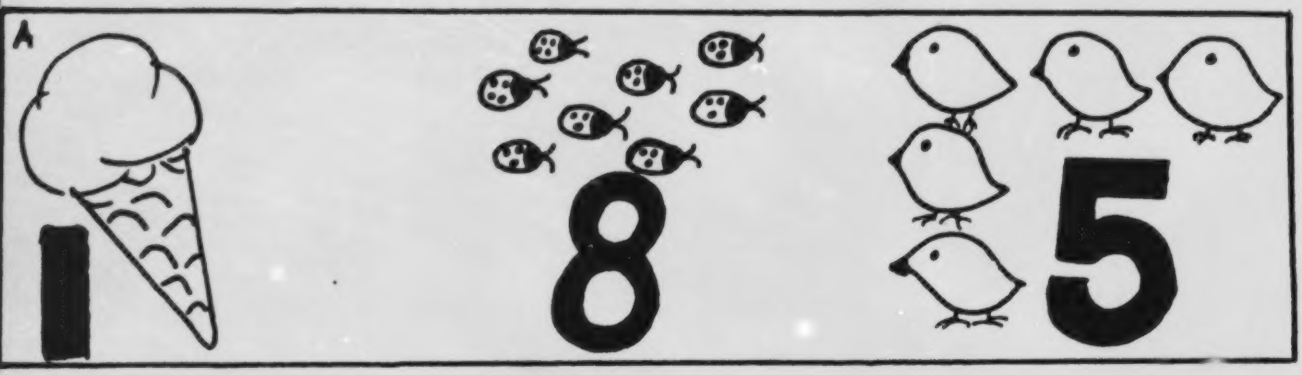
ACTIVITY: Do matching oral and written exercise:

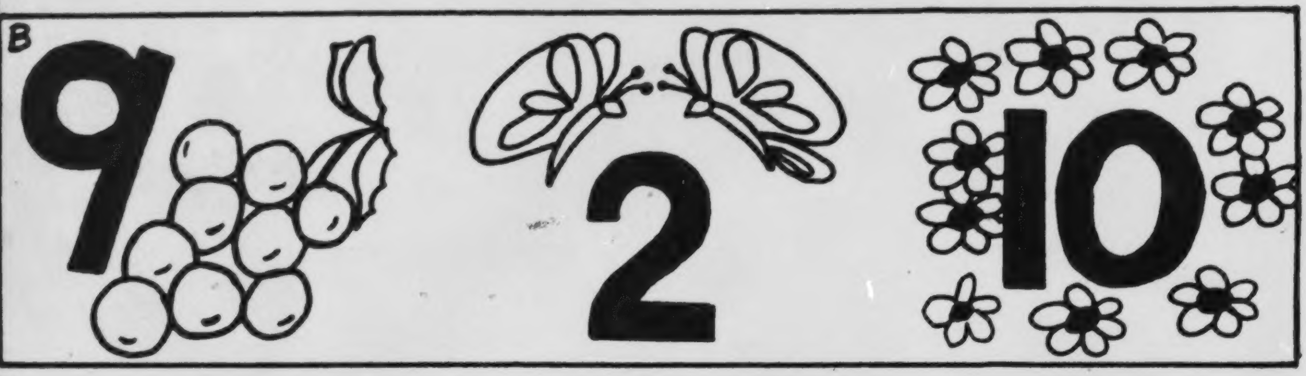
The students will hear a number on tape. There are 11 exercises. The student must put an X in the box next to the number he or she hears. THIS IS NOT A TEST IN ORDER TO GRADE THE STUDENTS. This is simply a device for you to know if indeed the students are learning to correlate what they hear with the written word.

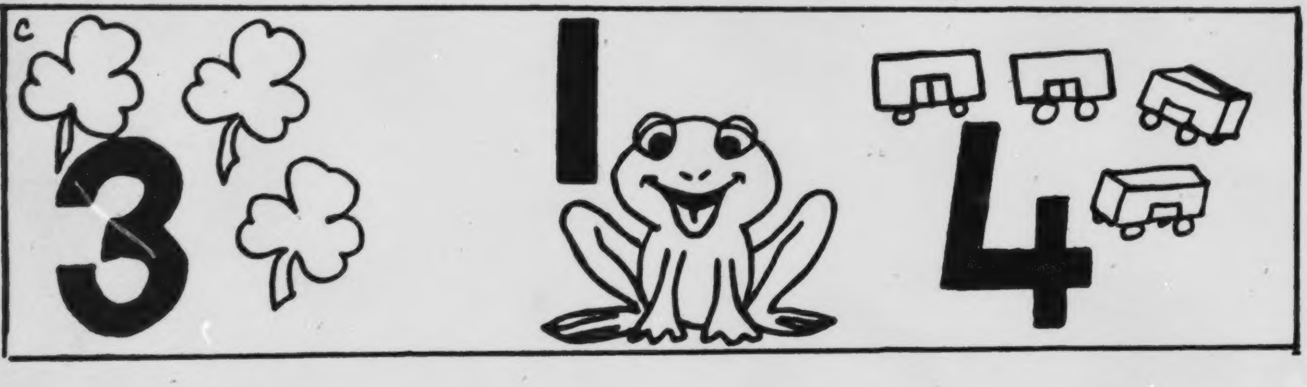
Correct answers:

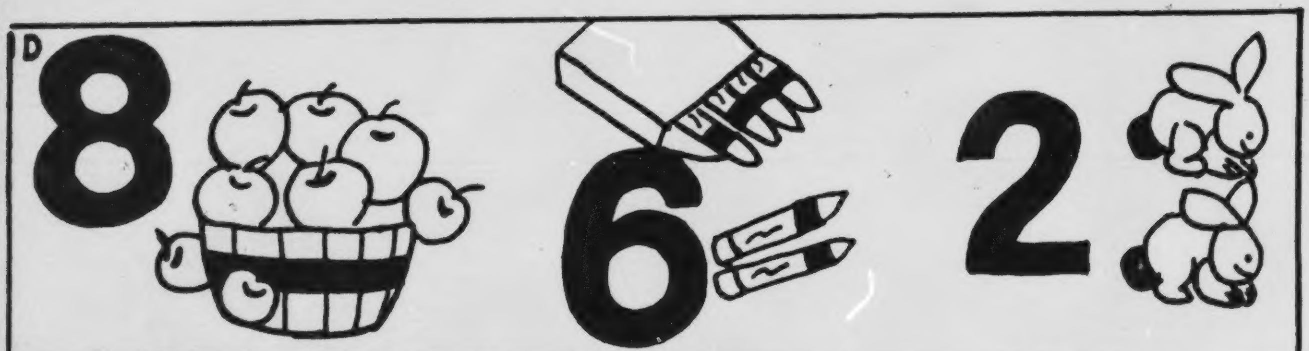
1. doce
2. once
3. seis
4. siete
5. trece
6. cuatro
7. cinco
8. dos
9. diez y nueve
10. veinte
11. diez y siete

Nombre ______________________









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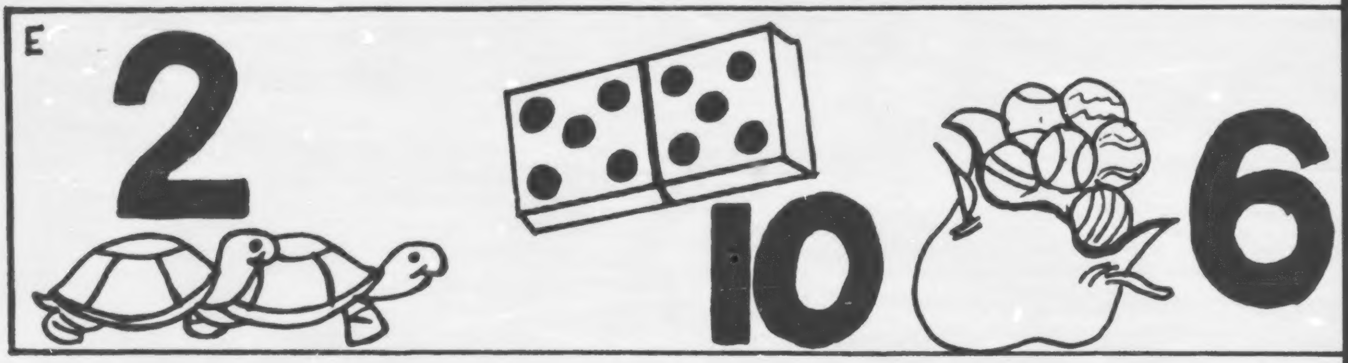

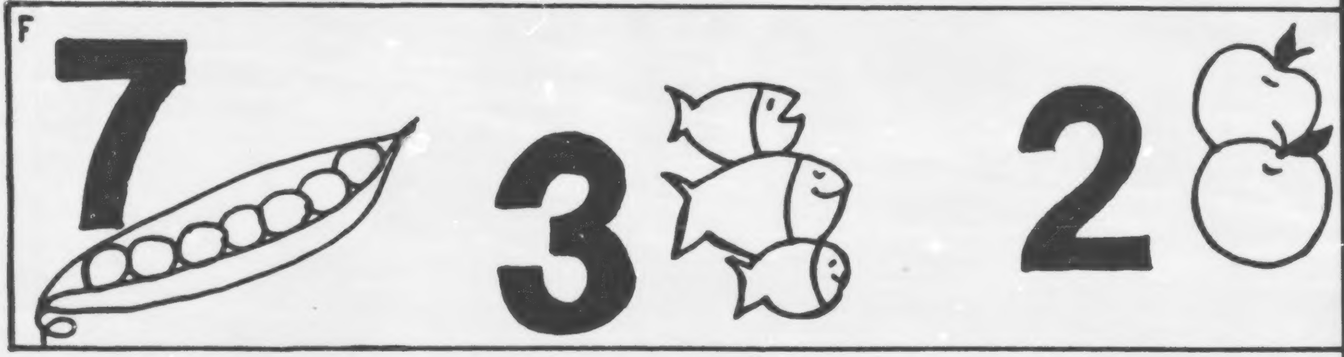

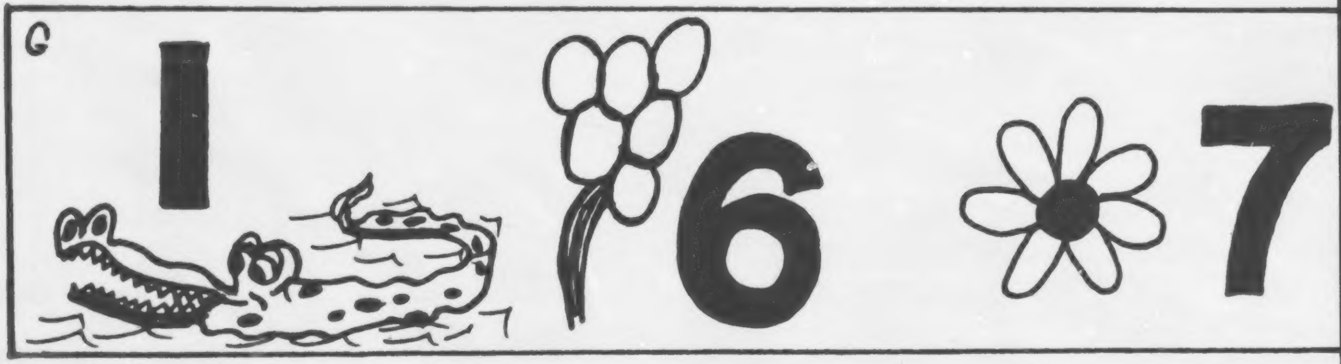

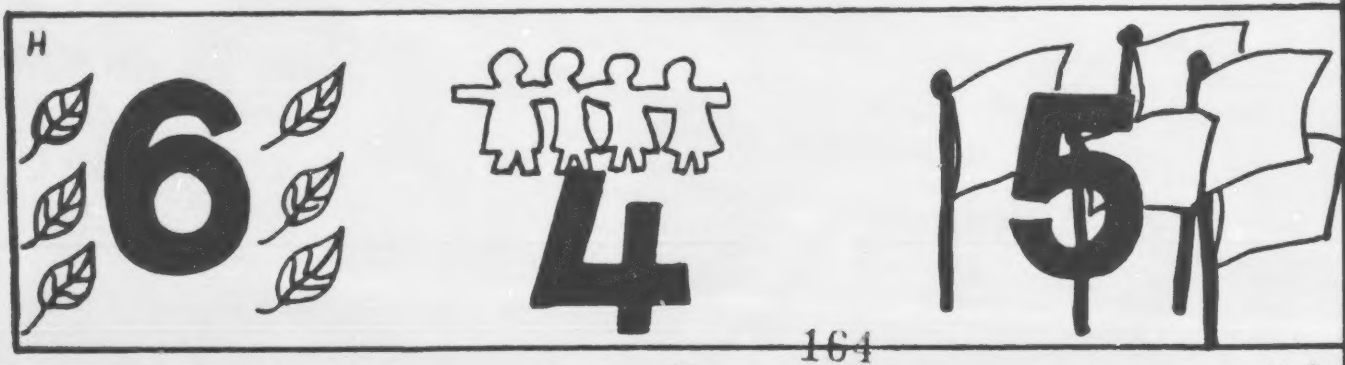

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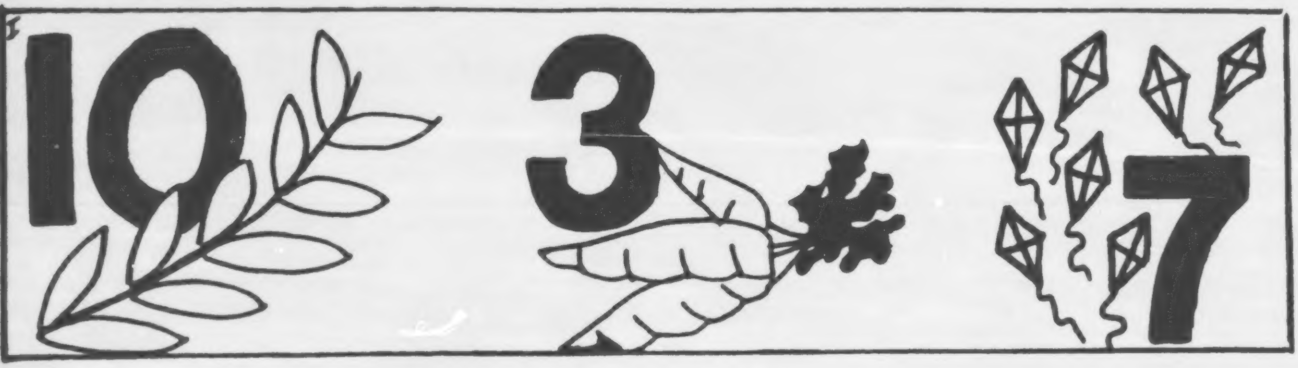
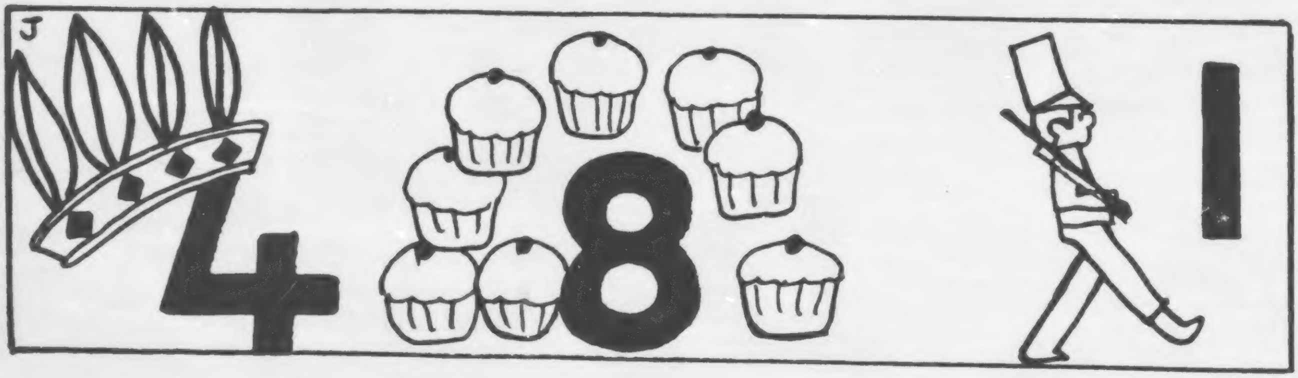
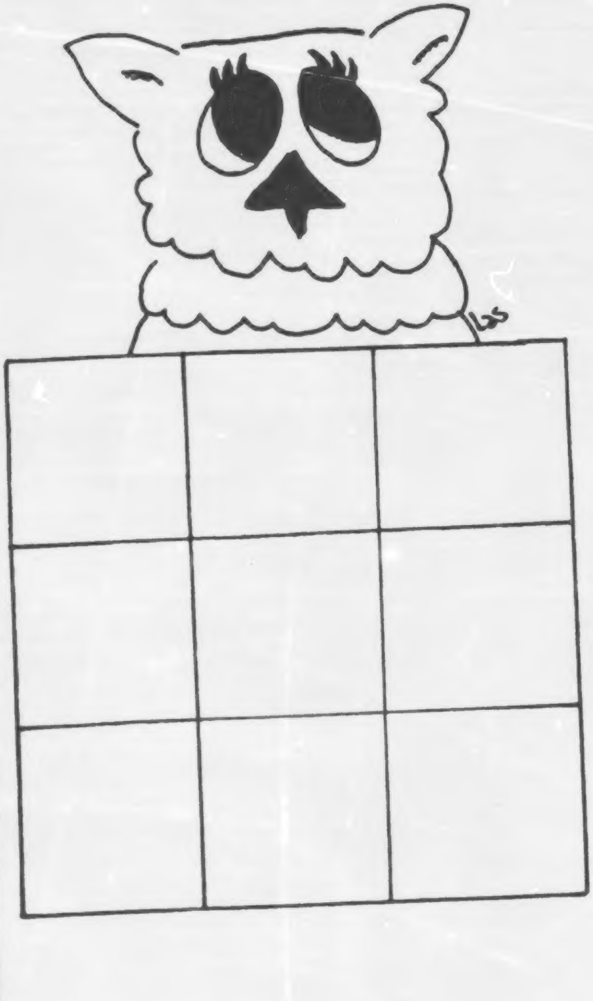
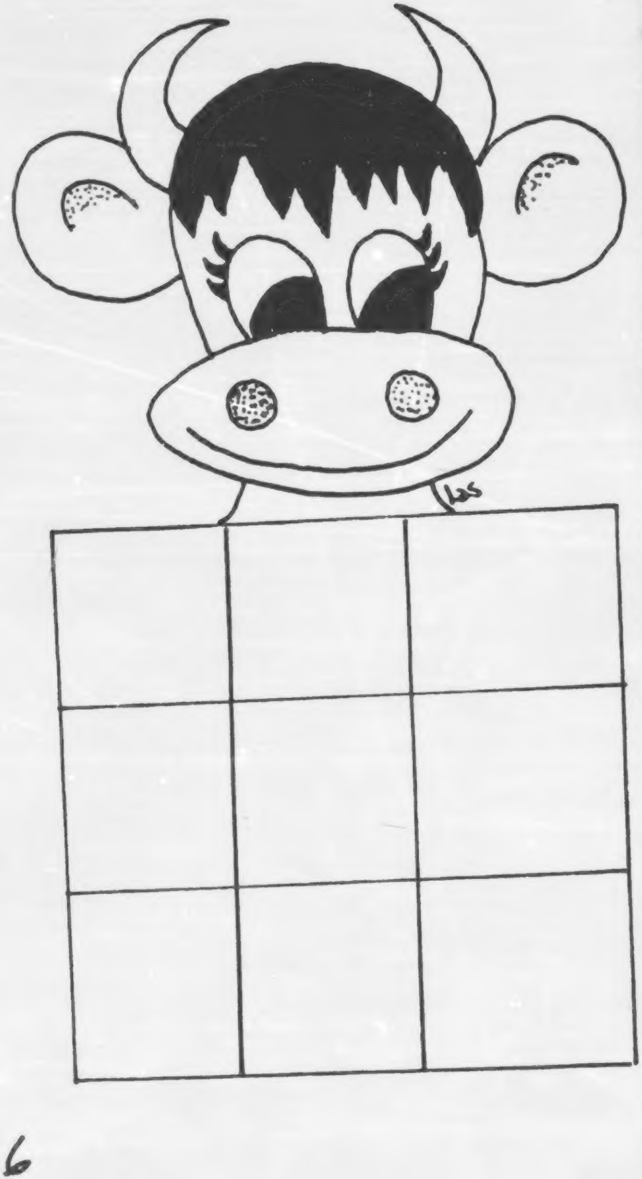
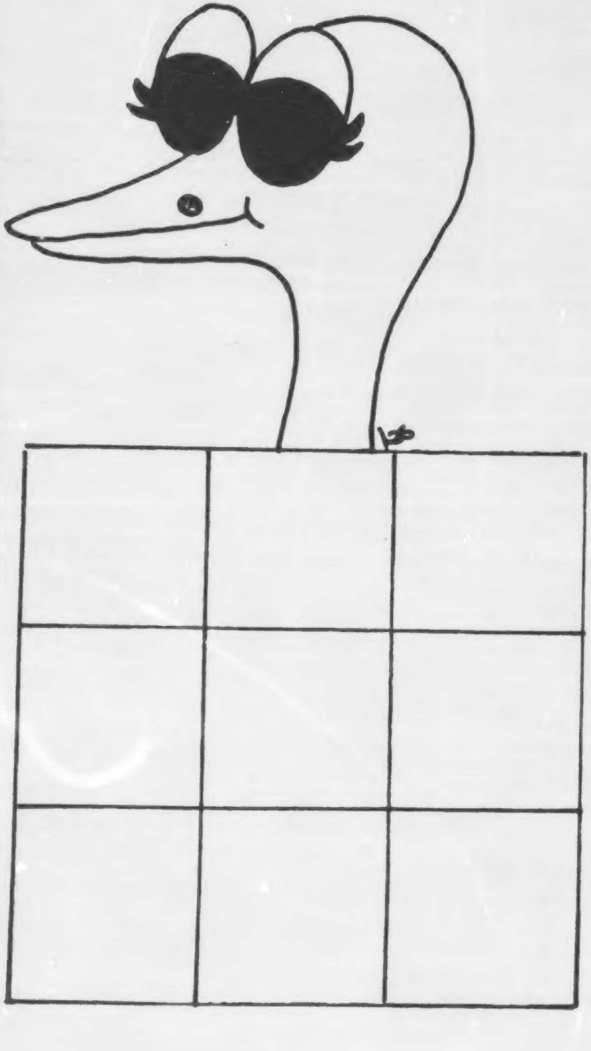
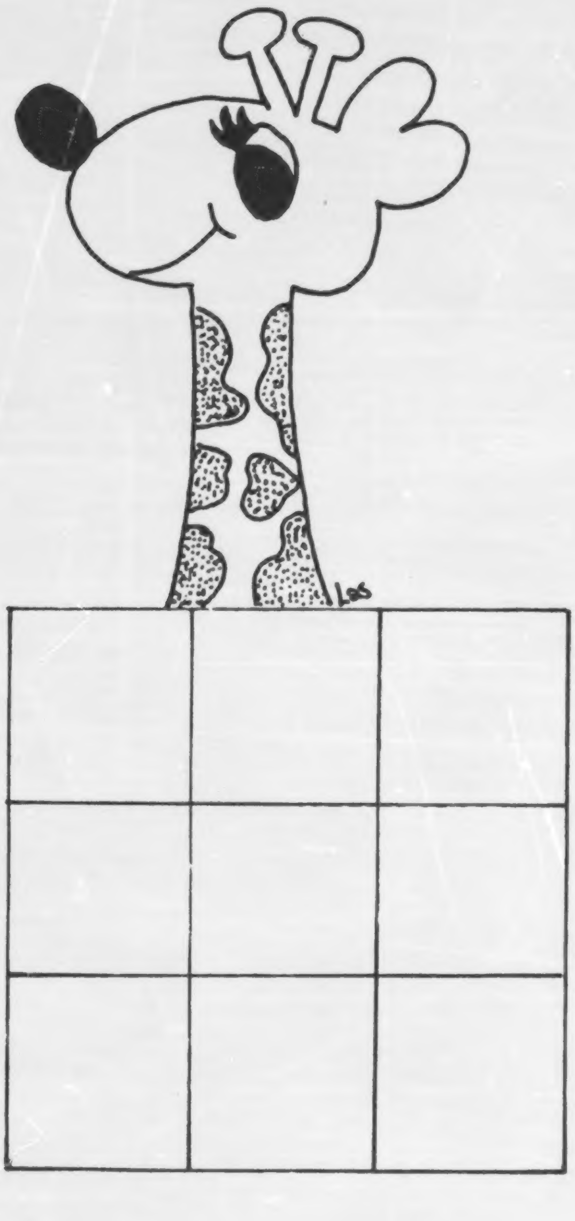


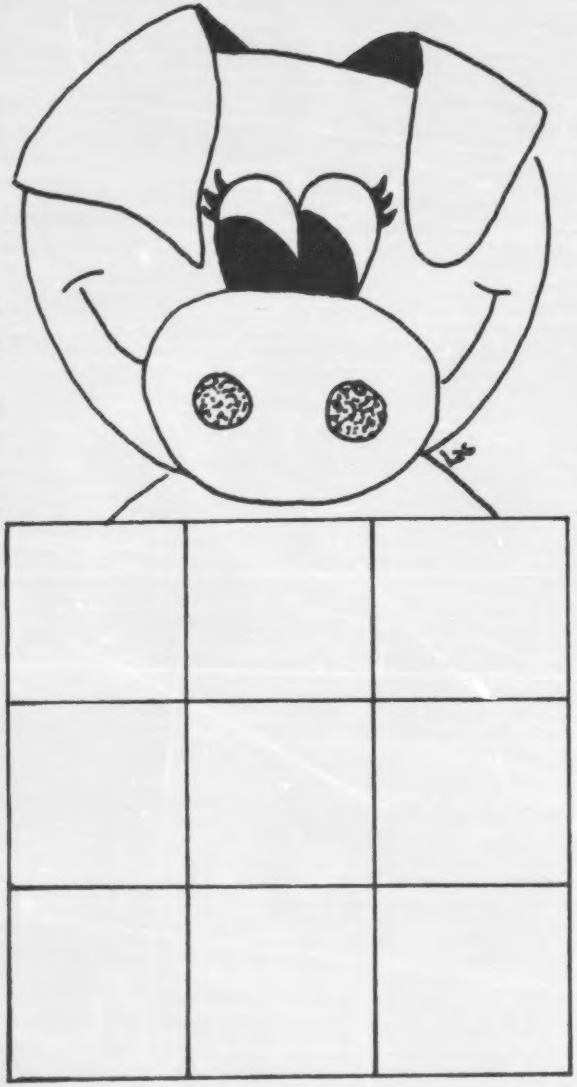


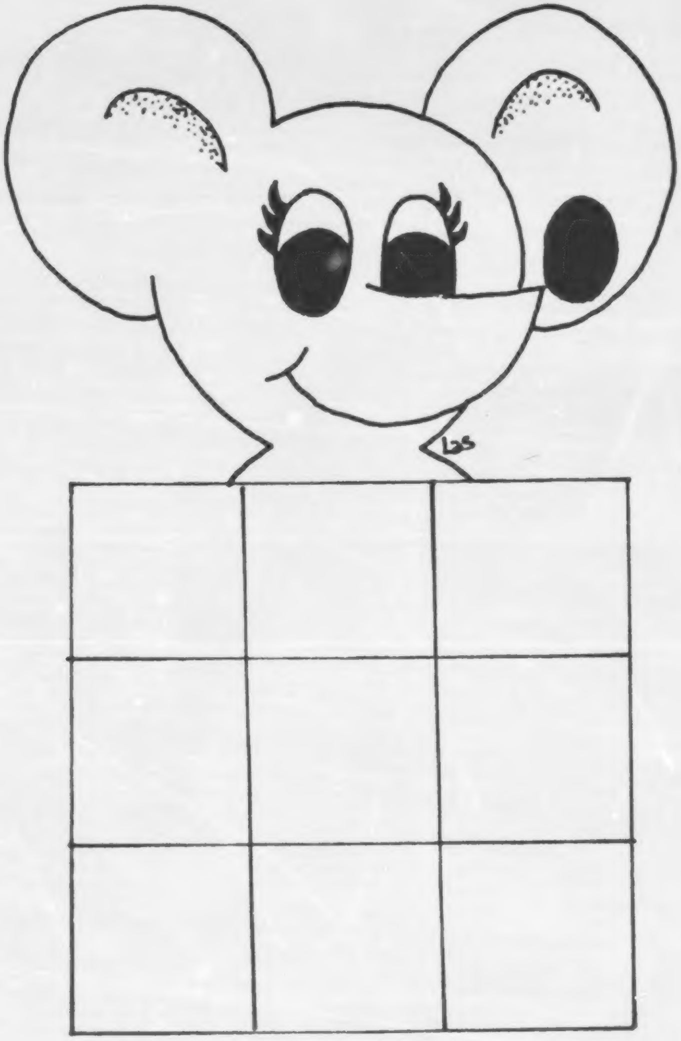


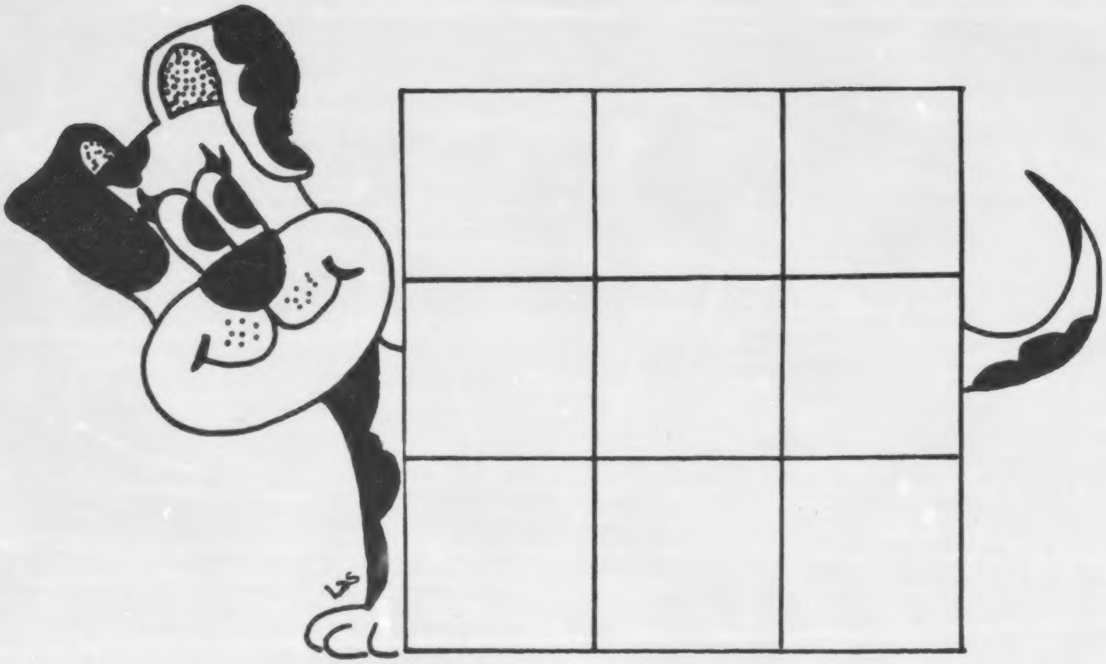


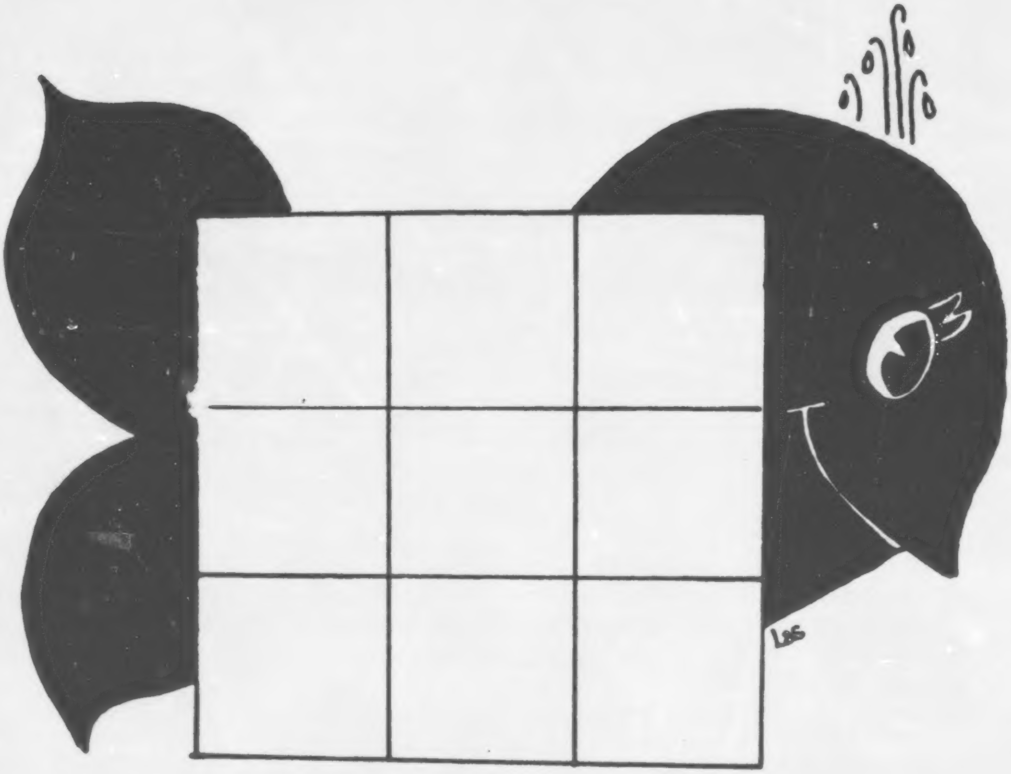












Directions - Fishing for Numbers Game

Materials Needed - 10 cardboard fish (included in Kit)
string
1 magnet
10 paper clips
scissors
clear contact paper
crayons or colored markers
2 or 3 foot dowel rod

1. Color fish (one for each number 1-10).

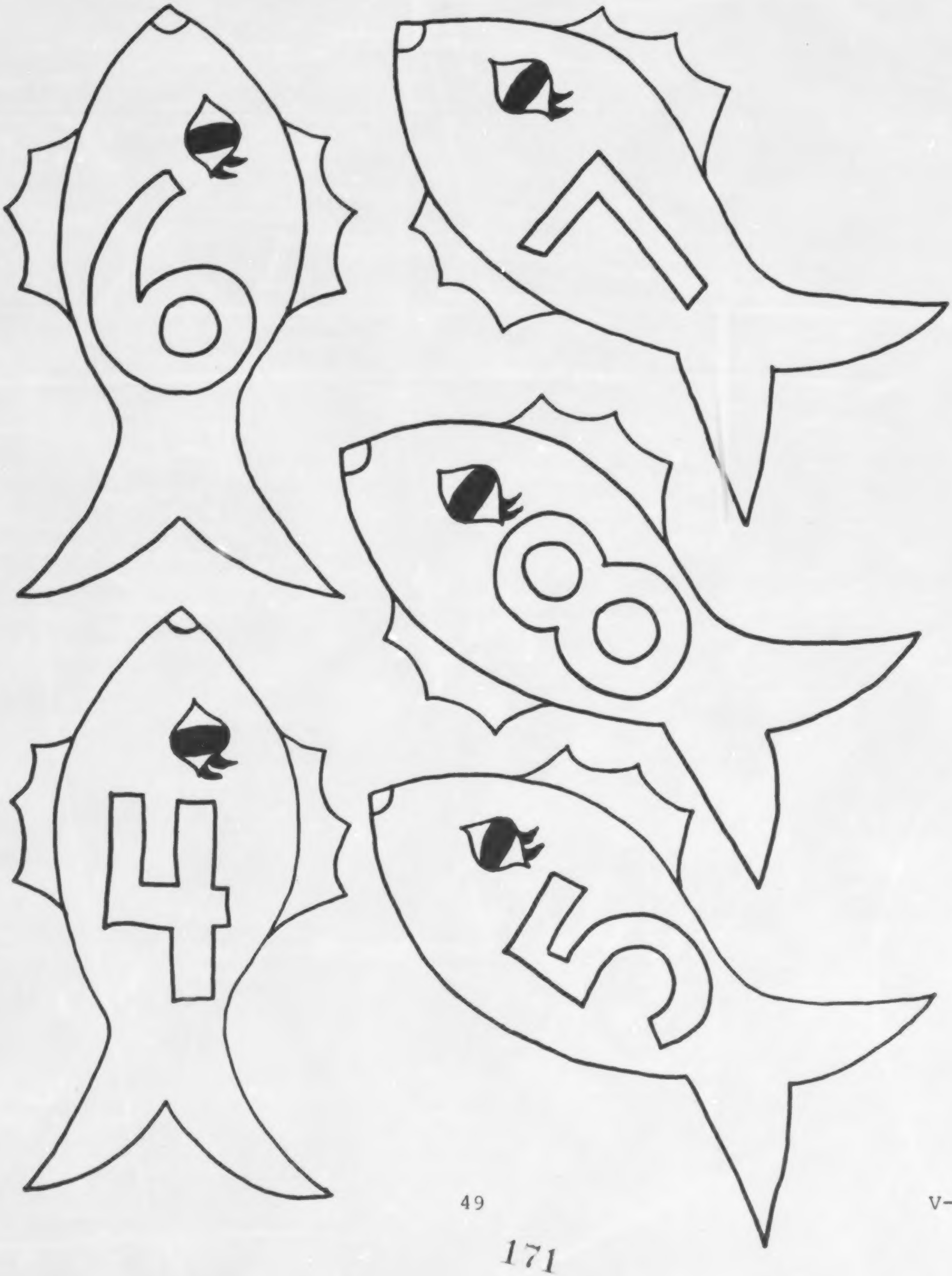
2. Cover fish with clear contact paper and cut them out.

3. Attach a paper clip to each fish.

4. Attach a piece of string to a dowel rod and attach a magnet to the end of the string.

5. Have children "fish" for the numbered fish with the dowel rod. The child must say the number in Spanish in order to keep the fish. The child with the most fish wins. This is good for 2 or 3 players. To eliminate competition, throw the fish back in and just take turns fishing.

6. This can be self-contained in an envelope at a learning center, with the directions printed on the envelope for the children, if they can read, or can be explained once or twice by the teacher at the beginning.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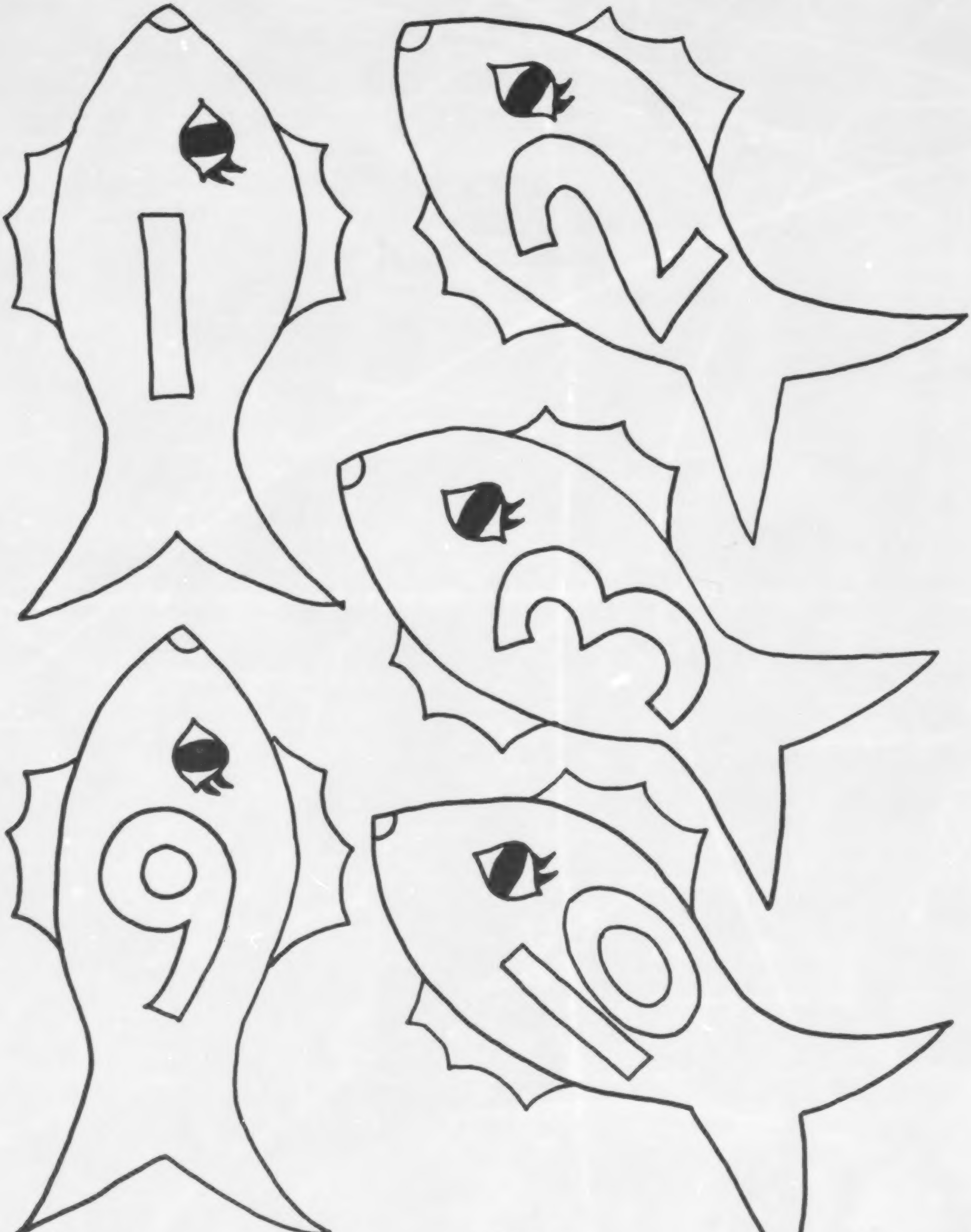
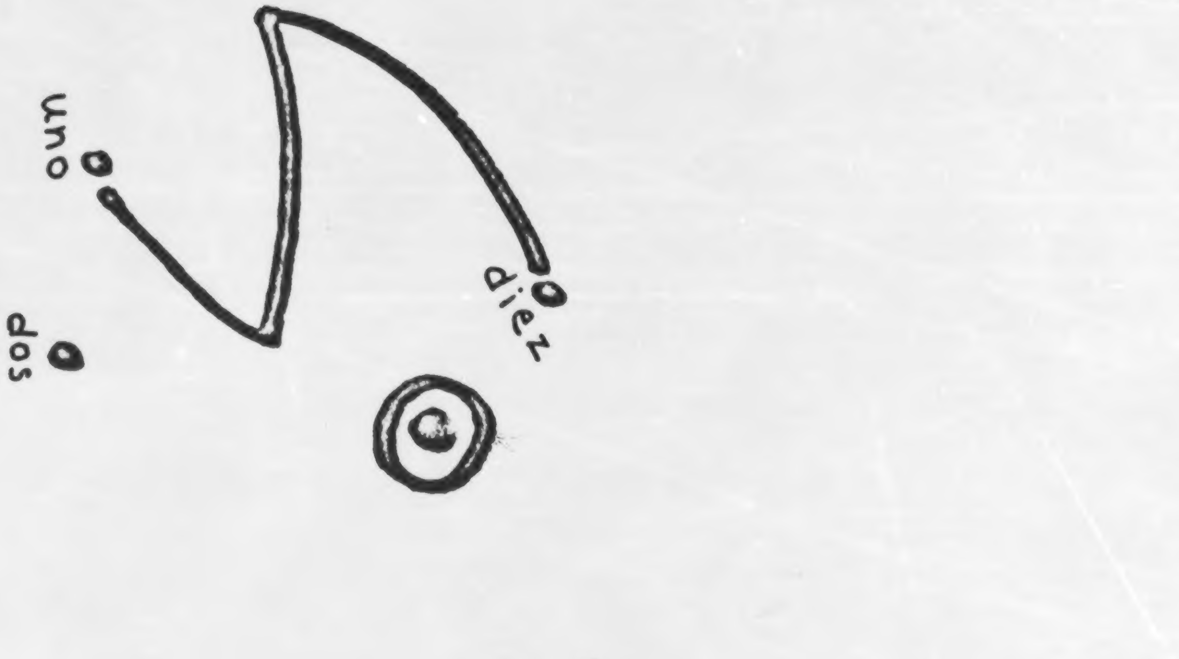

1
2
3
9
10

Nombre ______________________

1.	dos ☐	doce ☐	diez ☐
2.	veinte ☐	uno ☐	once ☐
3.	diez ☐	trece ☐	seis ☐
4.	siete ☐	diez ysiete ☐	seis ☐
5.	tres ☐	ocho ☐	trece ☐
6.	cuatro ☐	catorce ☐	quince ☐
7.	quince ☐	nueve ☐	cinco ☐
8.	doce ☐	once ☐	dos ☐
9.	nueve ☐	diez ynueve ☐	siete ☐
10.	cinco ☐	veinte ☐	uno ☐
11.	diezysiete ☐	dos ☐	diez yocho ☐

Connect the dots. **Nombre** ____________________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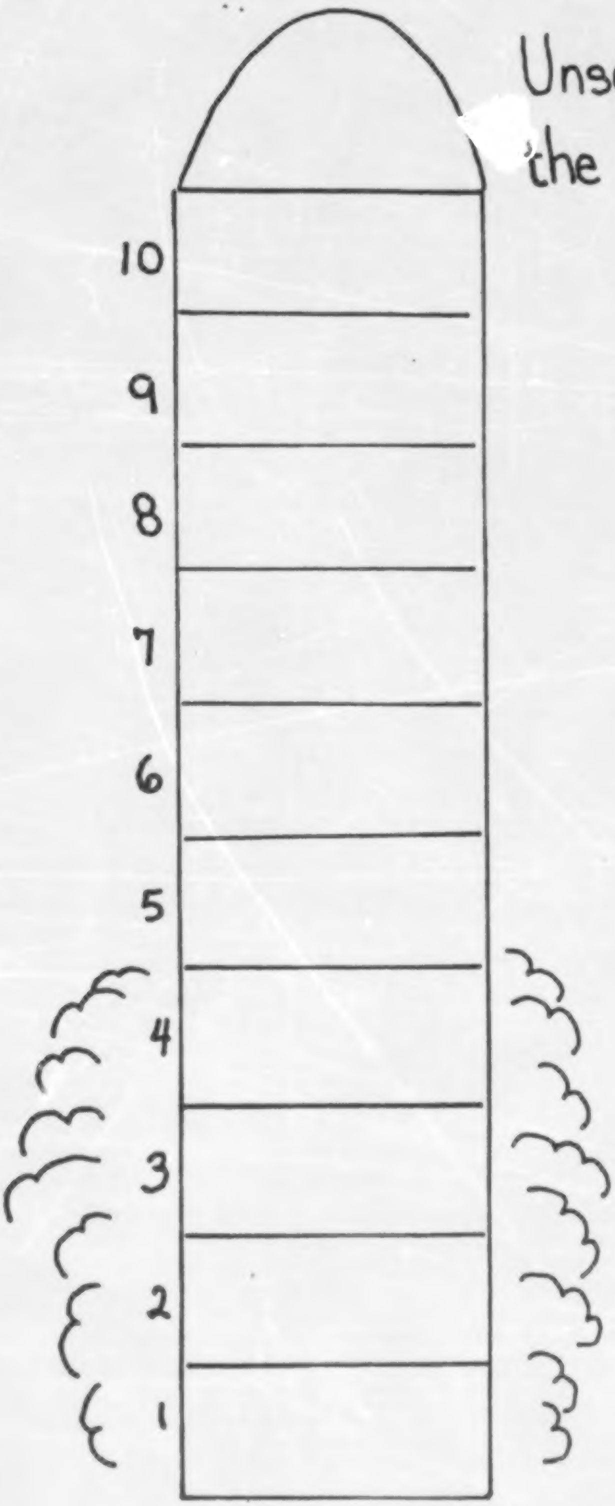
diez

Nombre ______________________________


10
9
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7
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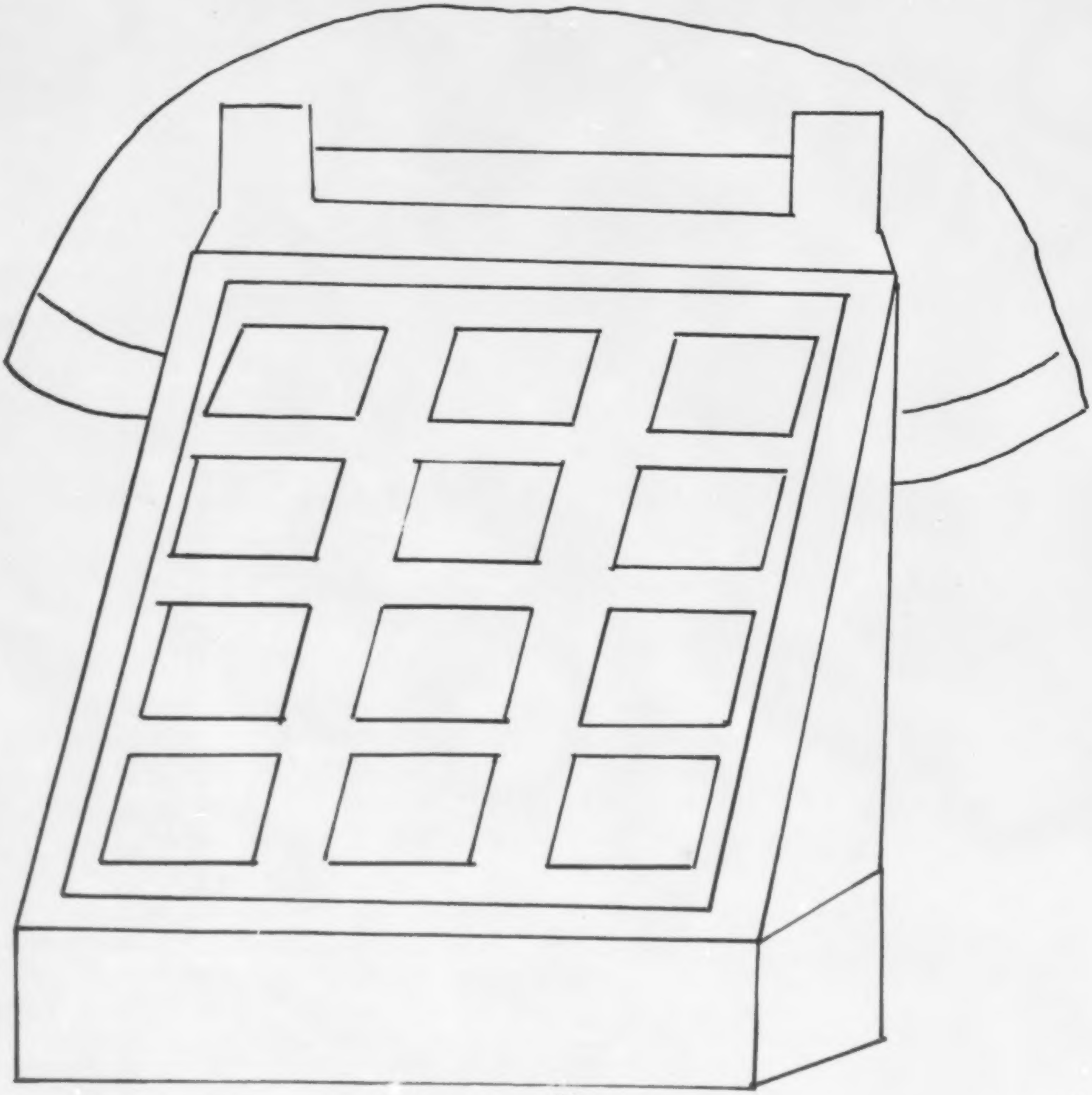
2
1

Unscramble and complete the rocket for "lift-off"!

stre
hcoo
nuo
tiese
toruca
osd
inocc
zdei
eiss
uvnee

Nombre ____________________



Nombre ____________________

Cuenten de uno a veinte.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

siete
veinte
ocho
catorce
uno

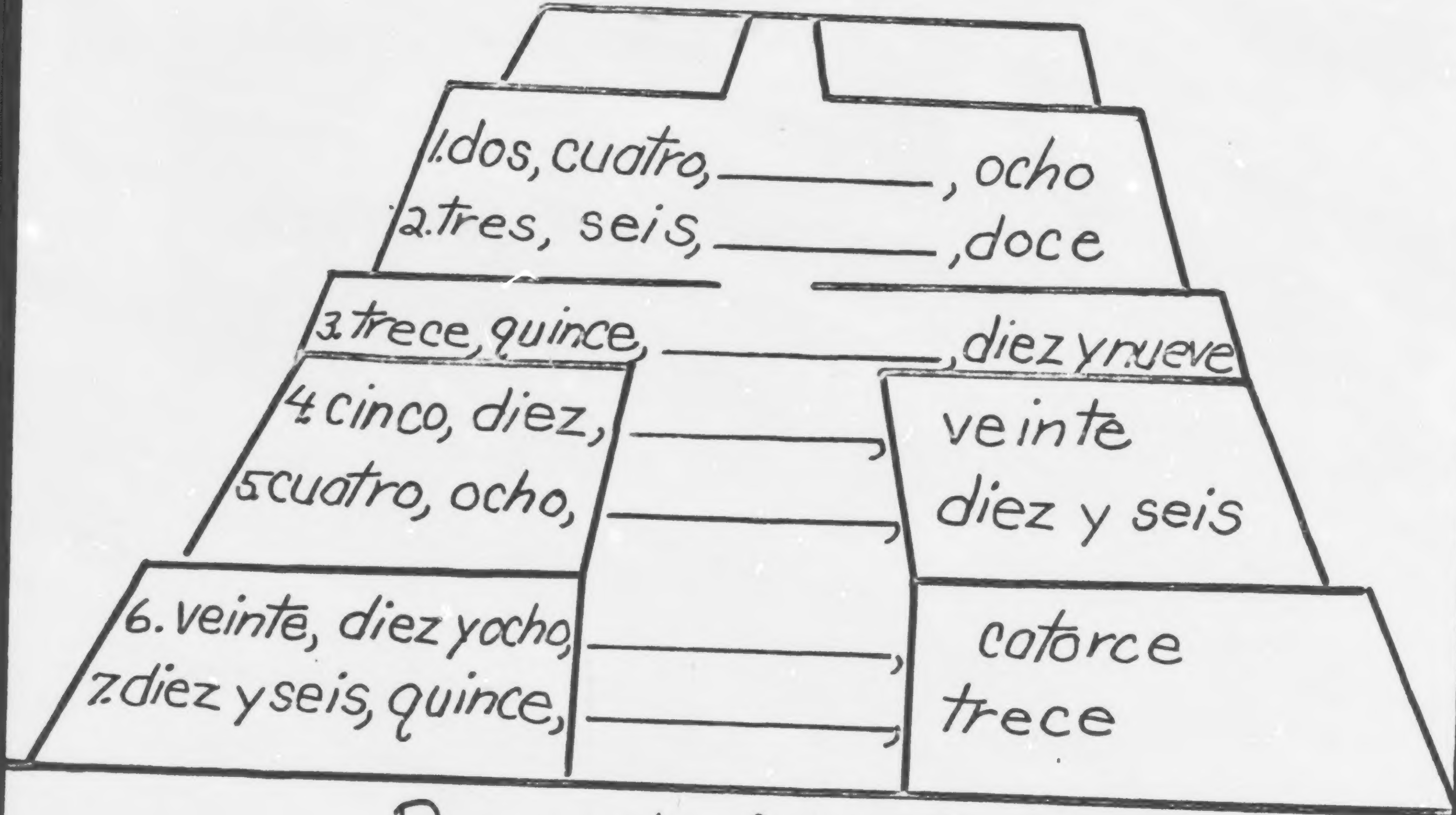
cuatro
doce
diez
cinco
once

diez y nueve
nueve
diez y seis
quince
dos

diez y ocho
trece
tres
seis
diez y siete

Nombre____________________

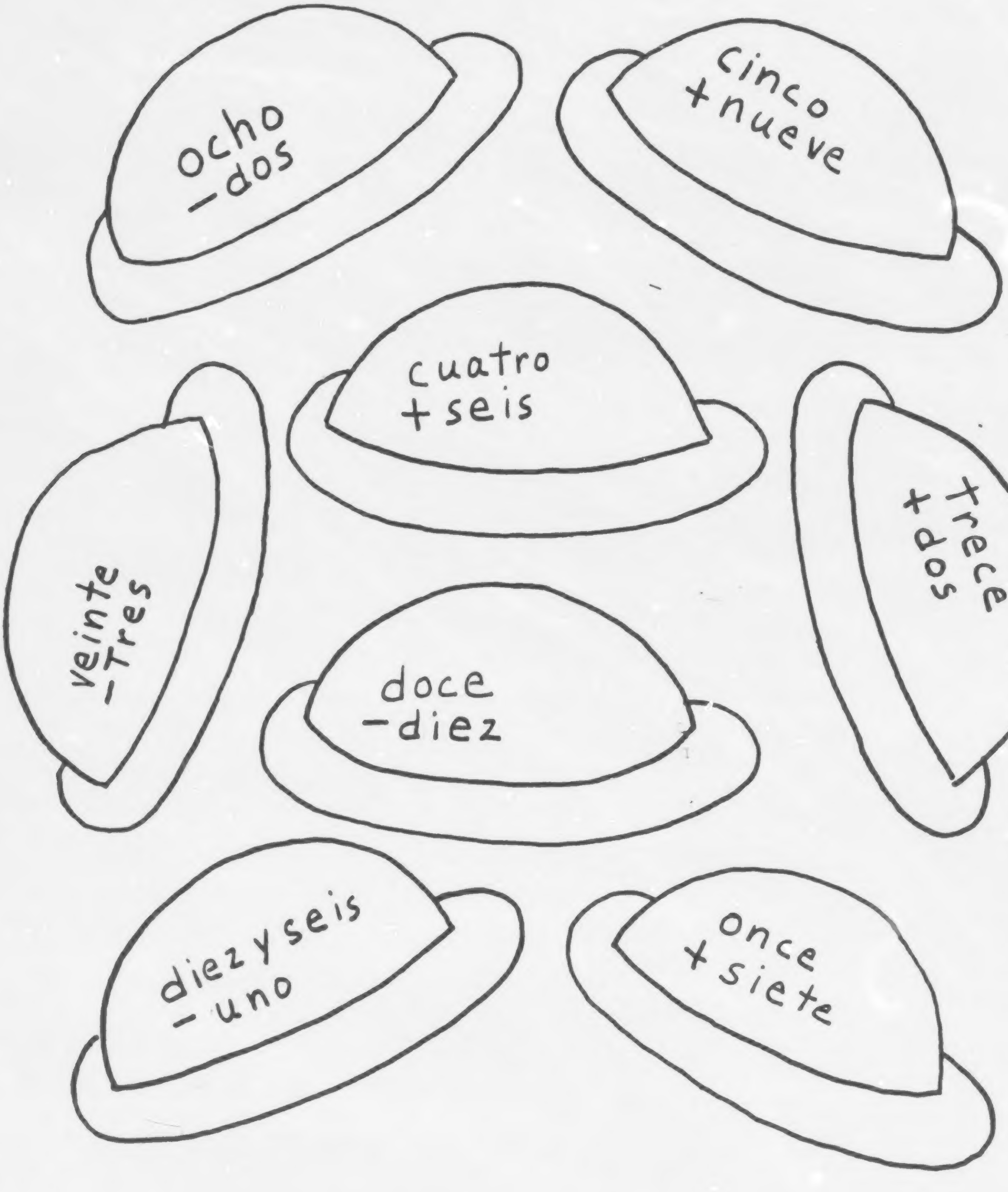
Completan la Serie.



1. dos, cuatro, ________, ocho
2. tres, seis, ________, doce
3. trece, quince, ________, diez y nueve
4. cinco, diez, ________, veinte
5. cuatro, ocho, ________, diez y seis
6. veinte, diez y ocho, ________, catorce
7. diez y seis, quince, ________, trece

Pyramid of the Sun

Nombre________________________


ocho
-dos
cinco
+nueve
cuatro
+seis
veinte
-Tres
Trece
+dos
doce
-diez
diez y seis
-uno
once
+siete

Directions for Making "Black Lagoon"

1. Color each square with a number in it with a different color.
2. Decorate the cover, if you wish.
3. Attach envelope to back.
4. Laminate the entire game board with plastic contact paper.
5. Make 2 decks of "cards" out of the enclosed sheets with the written numbers by cutting on the dotted lines and then laminating the "cards."
6. Place "cards" in envelope.
7. Individual student markers can be either commercially bought markers from another game or small pieces of cardboard laminated with contact paper for durability.
8. Game is suitable for placement in a learning center.

Directions on How To Play
"Black Lagoon"

1. First player picks a card from the deck and reads that number in Spanish.
2. Player then moves his/her marker to the first square with that number.
3. Each player, in turn, draws a card, reads it, and moves his/her marker.
4. At the end of the squares, to move the marker onto the Black Lagoon, each player must first draw a Black Lagoon card.
5. If during the playing, a player picks a Black Lagoon card before reaching the end of the squares, he/she puts it back and has no play that turn.
6. First player to land on the Black Lagoon wins.

Enter...

the

Black Lagoon!

uno

dos

tres

cuatro

cinco

seis

siete

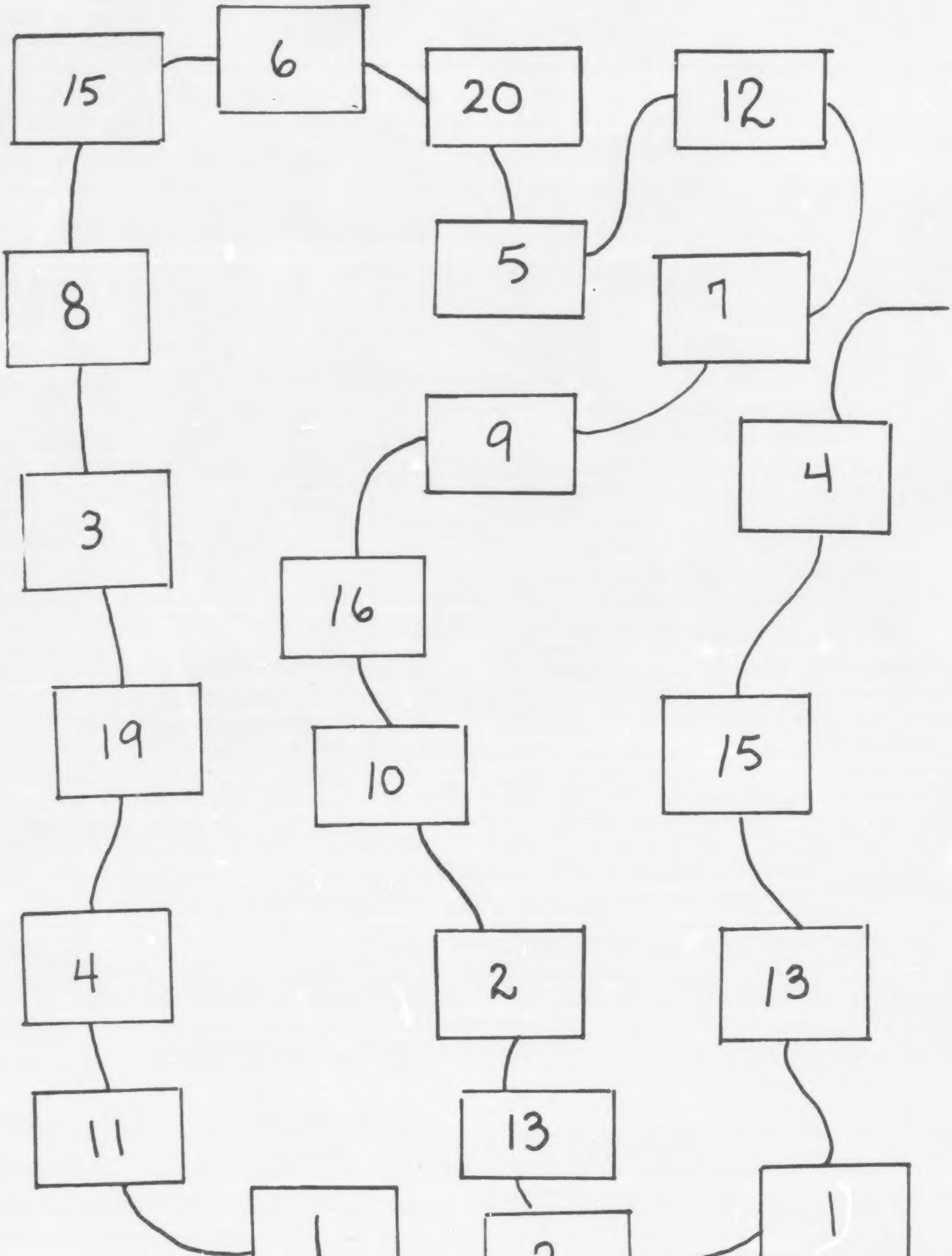
ocho

nueve

diez

once

doce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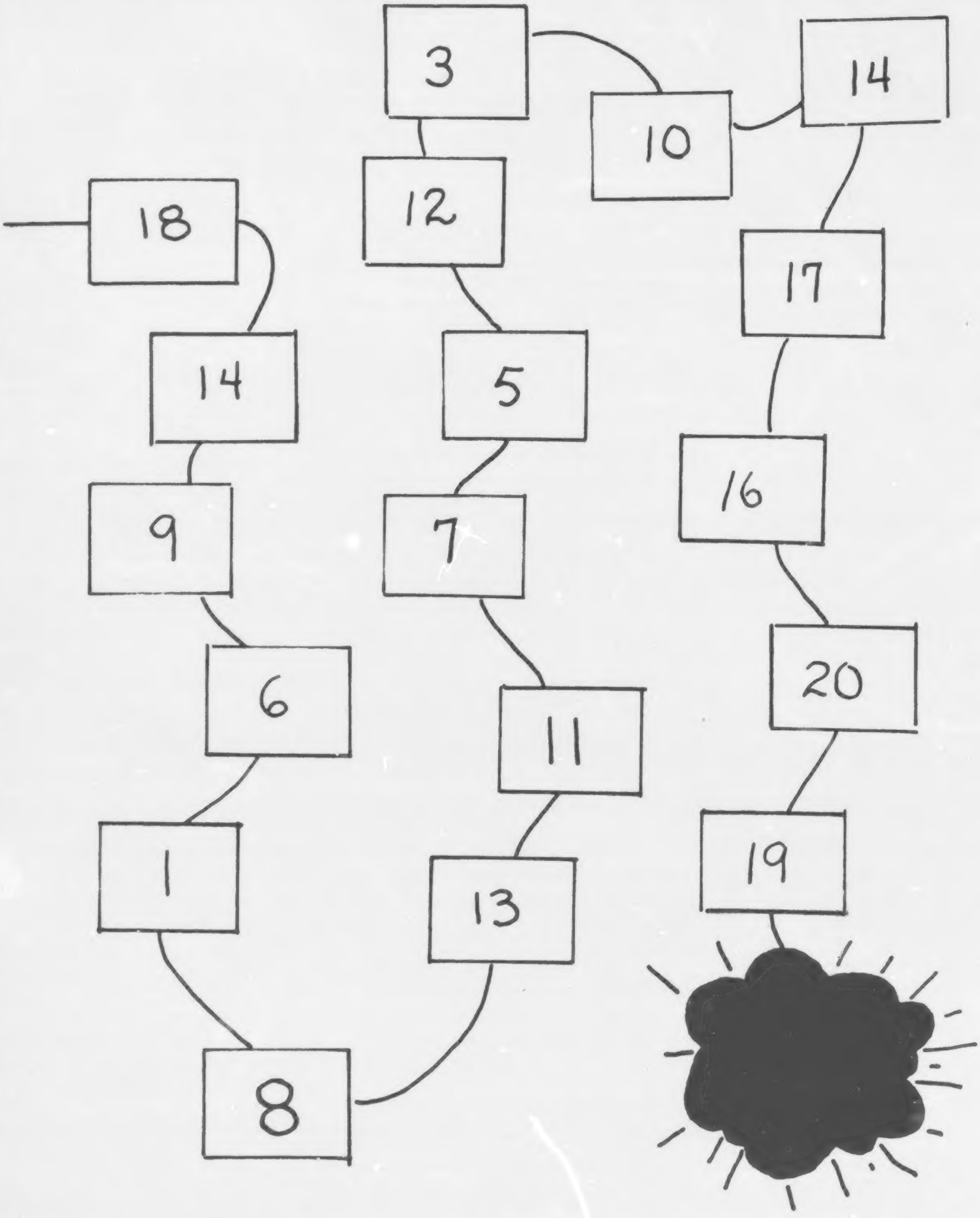
1


18
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1
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14
17
16
20
19

uno

dos

tres

cuatro

cinco

seis

siete

ocho

nueve

diez

once

doce

trece

catorce

quince

diez y seis

diez y siete

diez y ocho

diez y nueve

veinte

Body / Clothing in Spanish

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
April 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

These materials were developed under a grant from the National Endowment for the Humanities by the Indiana Department of Public Instruction, Division of Curriculum.

The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

This publication was prepared with support of NEH funding through grant #ES-000-14-79-642.

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BODY/CLOTHING IN SPANISH
Kindergarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. Given the oral cue in Spanish, children will be able to touch the corresponding part of their body.
2. Given the visual stimulus of the teacher pointing to a part of the body, children will name the part in Spanish.
3. Given a picture with a missing body part, children will be able to tell in Spanish what is missing.
4. Given the oral command in Spanish, children will draw in the missing body part.
5. Given a sheet with a blank head and a sheet with the parts of the face, children will cut out the features and paste them in the appropriate spaces on the head along with giving orally the Spanish word for each part.

Grades One, Two, or Three: The students will achieve numbers 1, 2, and 5 above, plus:

1. Given a picture and the written words for the body parts in Spanish, children will match the words with the correct picture.
2. Given a lotto chart of body parts and an oral cue, children will cover the correct picture with the appropriate card.
3. Given a picture crossword puzzle, children will complete it with Spanish words for the parts of the body pictured.
4. Given the written word for body parts in Spanish, the children will read them.
5. Given pictures of various articles of clothing, children will name them in Spanish..
6. Given the question ¿Qué llevas puesto?, children will respond Yo llevo and name in Spanish at least one of the items they are wearing.

Kit Contents

Kindergarten:

1. Tape and directions for 5 lessons
2. Instructions for making hat, visuals of various hats
3. Song lyrics and directions for motions
4. Tape and directions for "What's Missing?" game
5. Master sheets for cutting and pasting face and head
6. Tape and directions for "Simon Says" game
7. Game *La Cabeza* (the head)
8. Master sheet for *La Máscara India*

Grades One, Two, or Three: Numbers 1 (for 10 lessons), 5, and 6 above, plus:

1. Mouse master sheet for filling in parts of face
2. Lotto game master sheets of chart and cover cards
3. Crossword puzzle and picture crossword puzzle master sheets for *El Cuerpo*
4. Visuals of clothing items
5. Master sheet of *El Hombre Mecánico*
6. Master sheet for matching words and pictures
7. Word flash cards

Activities

º indicates materials and/or activity are in Kit.

Kindergarten:

1. Making a newspaper hat º
2. Singing a song using the hat º
3. Drawing in missing parts of face º
4. Cutting and pasting parts of face on head º
5. Playing "Simon Says" in Spanish º
6. Playing game *La Cabeza* º
7. Coloring *La Máscara India* º
8. Making *La Máscara India* º
9. Playing "L'eggs" game
10. Making paper plate heads º

Grades One, Two, or Three: Numbers 4, 5, and 6 above, plus:

1. Filling in parts of the mouse º
2. Playing lotto game with body parts º
3. Completing crossword puzzle and picture crossword puzzle º
4. Playing chain version of *¿Qué Llevas Puesto?* game
5. Singing song to tune of "Head, Shoulders, Knees, and Toes"
6. Playing reading game with word flash cards º
7. Matching pictures with Spanish words º

8. Playing "Hangman"
9. Having old-fashioned spelling bee
10. Playing "Concentration" º
11. Completing El Hombre Mecánico worksheet º
12. Playing Pasar el Sombrero game
13. Naming parts of "Mr. Bones"

Materials

Kindergarten:
1. Old newspapers (or hats from home)
2. Crayons, pencils, markers
3. Scissors
4. Paste
5. Tape recorder
6. Paper plates
7. Yarn for hair on paper plate heads
8. Construction paper/cardboard
9. "L'eggs" containers and miniature body parts

Grades One, Two, or Three: All of the above, plus:

1. Cardboard to mount visuals, lotto boards, and cards
2. Clear contact paper
3. Skeleton

VOCABULARY

Note to the teacher: These vocabulary lists are intended for reference only. Please do not play them for students to repeat as a whole list. The student words are all introduced in the lessons. Use this part of the tape only for review or practice of certain words or for your own use.

KINDERGARTEN

A. Student

head	la cabeza	(lah cah-BAY-sah)
hair	el pelo	(el PAY-loh)
eyes	los ojos	(lohs OH-hohs)
º eye	el ojo	(el OH-hoh)
nose	la nariz	(lah nah-REES)
mouth	la boca	(lah BOH-cah)

ears	la orejas	(lahs oh-RAY-hahs)
º ear	la oreja	(lah oh-RAY-hah)
hat	el sombrero	(el sohm-BRAY-roh)

ºNote: The singular of eyes and ears is included here for your information, but children will learn the plural of these two words. The words el, la, los, and las mean "the." The definite article (the) is used with the parts of the body in Spanish instead of the possessive pronouns, and the above vocabulary words are rarely used without either a definite or indefinite article.

B. Teacher

What's this?	¿Qué es?	(KAY ays)
What are these?	¿Qué son?	(KAY sohn)

(For use in reviewing parts of the body when you stop the tape. Use ¿Qué son? when pointing to eyes and ears.)

Repeat (pl.)	Repitan	(ray-PEE-tahn)
Repeat (sing.)	Repite	(ray-PEE-tay)

(For use when showing hats and having children practice the Spanish word sombrero. Use the plural command for addressing the whole class. The singular command is included for use when addressing one child.)

What's missing?	¿Qué falta?	(kay FAHL-tah)
What are missing?	¿Qué faltan?	(kay FAHL-tahn)
Draw (pl.)	Dibujen	(dee-BOO-hayn)
Draw (sing.)	Dibuja	(dee-BOO-hah)

(For use with "What's missing?" worksheet. This activity is on tape; however, should you choose to do it yourself or with individuals instead of the whole group, these words will be useful. Use ¿Qué faltan? when "eyes" or "ears" are missing. Use dibujen when addressing the whole class and dibuja when addressing one child.)

Cut (pl.)	Corten	(COHR-tayn)
Cut (sing.)	Corta	(COHR-tah)
Paste (pl.)	Peguen	(PAY-gayn)
Paste (sing.)	Pega	(PAY-gah)
Touch (pl.)	Toquen	(TOH-kayn)
Touch (sing.)	Toca	(TOH-cah)

GRADES ONE, TWO, OR THREE:

A. Student

head	la cabeza	(lah cah-BAY-sah)
hair	el pelo	(el PAY-loh)
eyes	los ojos	(lohs OH-hohs)
º eye	el ojo	(el OH-hoh)
nose	la nariz	(lah nah-REES)
mouth	la boca	(lah BOH-cah)
ears	las orejas	(lahs oh-RAY-hahs)
º ear	la oreja	(lah oh-RAY-hah)
arm	el brazo ºº	(el BRAH-soh)
hand	la mano ºº	(lah MAH-noh)
finger	el dedo ºº	(el DAY-thoh)
leg	la pierna ºº	(lah peeAYR-nah)
foot	el pie ºº	(el peeAY)
teeth	los dientes ºº	(lohs deeAYN-tays)
hat	un sombrero ººº	(oon sohm-BRAY-roh)
pants	pantalones	(pahn-tah-LOH-nays)
shirt	una camisa ººº	(OO-nah cah-MEE-sah)
blouse	una blusa ººº	(OO-nah BLOO-sah)
dress	un vestido ººº	(oon vays-TEE-thoh)
skirt	una falda ººº	(OO-nah FAHL-dah)
I'm wearing	Yo llevo	(yoh YAY-voh)
and	y	(ee)

º The singular of these words is included here for your information. Eyes and ears will be introduced in the plural form on tape.

ºº The plural forms of these words are los brazos, las manos, los dedos, las piernas, los pies. "Tooth" is el diente.

ººº The words un and una mean "a," the indefinite article.

B. Teacher

What's this?	¿Qué es?	(KAY ays)
What are these?	¿Qué son?	(KAY sohn)

(For use when reviewing the parts of the body and clothing. Use ¿Qué son? for plurals--eyes, ears, teeth, pants.)

Cut (sing.)	Corta	(COHR-tah)
Cut (pl.)	Corten	(COHR-tayn)
Paste (sing.)	Pega	(PAY-gah)
Paste (pl.)	Peguen	(PAY-gayn)

(For use with worksheets V-8 and V-9.)

Write (sing.)	Escribe	(ays-CREE-bay)
Write (pl.)	Escriban	(ays-CREE-bahn)
Read (sing.)	Lee	(LAY-ay)
Read (pl.)	Lean	(LAY-ahn)
the parts of the mouse	las partes del ratón	(lahs PAHR-tays del rah-TOHN)

(For use with worksheet V-11.)

body	el cuerpo	(el cooAYR-poh)

(For use with picture crossword puzzle, V-13.)

Simon says	Simón dice	(see-MOHN DEE-say)
Simon does not say	Simón no dice	(see-MOHN noh DEE-say)
Touch (sing.)	Toca	(TOH-cah)
Touch (pl.)	Toquen	(TOH-kayn)

(For use with "Simon Says" game.)

clothes (clothing)	la ropa	(lah RROH pah)
What are you wearing? (sing.)	¿Qué llevas puesto?	(kay YAY-vahs pooAYS-ton)
Stand up (sing.)	Párase	(PAH-rah-say)
Stand up (pl.)	Párase	(PAH-rehn-say)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:
1. Tape
2. Tape recorder
3. Tape script
4. Newspapers

5. Instructions for making hats (V-10)
6. Pictures of hats, which you may want to color (V-2)
7. Any hat for demonstration

Grades One, Two, or Three: Numbers 1, 2, and 3 above

LESSON 1 GUIDELINES

Kindergarten:

1. Introducing the vocabulary: You may want to explain to the children that they are going to learn to say the parts of the face and head in Spanish -- words like head, hair, eyes, nose, ears, mouth -- so that later on everyone can play "Simon Says" in Spanish. The initial presentation of the vocabulary from the tape is very important. Everyone should be seated, facing you. The tape recorder should be close at hand so that you can start and stop it easily. It is suggested that you read over the tape script beforehand. Your part is to touch the various body parts on yourself as the tape says the word (or slightly before) and also as you and the children repeat the word. The children are to touch their head, etc., as they say the Spanish word. You will need to have the order of the words well in mind. You will need to gesture vigorously, using no English.

2. Making a hat: Show many different types of hats or pictures of hats. (See master sheet V-2.) As you present each one say el sombrero (el sohm-BRAY-roh). Have students repeat after you each time by saying repitan (ray-PEE-tahn). You may want to use a hand signal to give them the idea that you want them to repeat. Have each child make his/her own hat from newspaper as an activity, or ask students to bring one from home for use with the song which they will learn in a later lesson. (See instruction sheet for making hats from newspaper, V-1.)

Grades One, Two, or Three: Same as above, except omit number 2.

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Let's practice saying the parts of the head and face in Spanish.	
Touch body parts in the following order:		
head	Escuchen: la cabeza	
head	la cabeza	
head	Repitan: la cabeza	la cabeza
head	la cabeza	la cabeza
hair	Escuchen: el pelo	
hair	el pelo	
hair	Repitan: el pelo	el pelo
hair	el pelo	el pelo
head	la cabeza	la cabeza
head	la cabeza	la cabeza
hair	el pelo	el pelo
hair	el pelo	el pelo

Stop Tape: This is a comprehension check to be sure that the children are doing more than "parroting."

Teacher Instructions	Script	Student Response
Ask ¿Qué es? as you point to the following:		
hair		el pelo
head		la cabeza
head		la cabeza
hair		el pelo
Start Tape		
Hold up a hat.	Escuchen: el sombrero	
Hold up a hat.	el sombrero	
Hold up a hat.	Repitan: el sombrero	el sombrero
Hold up a hat.	el sombrero	el sombrero
Touch head.	la cabeza	la cabeza
Touch hair.	el pelo	el pelo
Hold up hat.	el sombrero	el sombrero

Stop Tape

Tape Script - Kindergarten - Lesson 1 - Cont. (2)

Teacher Instructions	Student Response
Ask ¿Qué es? as you point to the following:	
hat	el sombrero
hair	el pelo
hair	el pelo
head	la cabeza
hat	el sombrero

ACTIVITY: Making a hat

Tape Script - Grades 1, 2, cr 3 - Lesson 1

Teacher Instructions	Script	Student Response
	Let's practice saying the parts of the head in Spanish.	
Cup hands to ears to indicate listen.	Escuchen:	
Touch body parts in following order:		
head	la cabeza	
head	la cabeza	
head	Repitan: la cabeza	la cabeza
head	la cabeza	la cabeza
hair	Escuchen: el pelo	
hair	el pelo	
hair	Repitan: el pelo	el pelo
hair	el pelo	el pelo
head	la cabeza	la cabeza
hair	el pelo	el pelo
hair	el pelo	el pelo

Stop Tape: This is a comprehension check to be sure that the children are doing more than just "parroting."

Ask ¿Qué es? as you point to the following:

Teacher Instructions	Student Response
hair	el pelo
head	la cabeza
head	la cabeza
hair	el pelo

Start Tape

Teacher Instructions	Script	Student Response
Touch body parts in following order:		
eyes	Escuchen: los ojos	
eyes	los ojos	
eyes	Repitan: los ojos	los ojos
eyes	los ojos	los ojos
head	la cabeza	la cabeza
eyes	los ojos	los ojos
eyes	los ojos	los ojos
hair	el pelo	el pelo
eyes	los ojos	los ojos

Stop Tape

Tape Script - Grades 1, 2, or 3 - Lesson 1 - Cont. (2)

Teacher Instructions	Student Response
Ask ¿Qué es? or ¿Qué son? as you point to the following:	
eyes	los ojos
eyes	los ojos
head	la cabeza
hair	el pelo
eyes	los ojos

MATERIALS NEEDED FOR LESSON 2

Kindergarten:
1. "L'eggs" containers
2. Pictures or miniature parts of head
3. La Máscara India and face parts patterns (V-3)
4. Colored construction paper, cardboard, scissors, paste

Grades One, Two, or Three:
1. Number 4 above
2. Master sheets for La Cabeza game (V-5, V-6, and V-7)

LESSON 2 GUIDELINES

Kindergarten:

1. Introduce the two new vocabulary words - los ojos, la nariz - in the same manner as lesson 1.

2. "L'eggs" Game: The "eggs" that some stockings come in can be decorated or colored. Some are already metallic and/or colored. Put in each "egg" either a picture of one of the body parts or a miniature of one (such as a part of a "Mr. Potato Head" Game). Each student selects an "egg" and then must say in Spanish what was in his or her "egg." Children love this game. For an added treat, put a piece of candy in one. This adds an element of suprise!

3. La Máscara India (V-3): Have the students color the mask. This is an example of a South American ceremonial Indian mask once worn by the natives. As you learn all the parts of the face, you can discuss the parts of the mask in Spanish - pointing to each one and asking ¿Qué es? or ¿Qué son? If time allows, the students may want to make their own masks out of cardboard and/or construction paper. (See V-15, V-16, and V-17 for patterns of the various face parts.)

Grades One, Two, or Three:

1. Introduce the rest of the head parts - la nariz, las orejas, la boca - using the same procedure as lesson 1.

2. La Cabeza Game: This is excellent reinforcement for the parts thus learned. It can be part of a learning center or played by small groups (2-6 at a time). The game is played much like "cottee." Each player completes a head with ears, eyes, nose, mouth, and hair by taking his/her turn spinning the wheel and adding features once the "head" is obtained.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape		
Touch body parts in following order:		
head	Repitan: la cabeza	la cabeza
head	la cabeza	la cabeza
hair	el pelo	el pelo
hair	el pelo	el pelo
hair	el pelo	el pelo
Hold up hat.	el sombrero	el sombrero
Hold up hat.	el sombrero	el sombrero
Touch body parts in following order:		
eyes	Escuchen: los ojos	
eyes	los ojos	
eyes	Repitan: los ojos	los ojos
eyes	los ojos	los ojos
head	la cabeza	la cabeza
eyes	los ojos	los ojos
nose	Escuchen: la nariz	la nariz
nose	la nariz	la nariz
nose	Repitan: la nariz	la nariz
nose	la nariz	la nariz
eyes	los ojos	los ojos
eyes	los ojos	los ojos
nose	la nariz	la nariz
nose	la nariz	la nariz
Stop Tape		
Ask ¿Qué es? or ¿Qué son? as you point to the following:		
eyes		los ojos
eyes		los ojos
nose		la nariz
eyes		los ojos
nose		la nariz
nose		la nariz

ACTIVITY: Play "L'eggs" game.

ACTIVITY: Color in La Máscara India.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape		
Touch body parts in following order:		
nose	Escuchen: la nariz	
nose	la nariz	
nose	Repitan: la nariz	la nariz
nose	la nariz	la nariz
eyes	los ojos	los ojos
nose	la nariz	la nariz
nose	la nariz	la nariz
hair	el pelo	el pelo
nose	la nariz	la nariz
head	la cabeza	la cabeza
eyes	los ojos	los ojos
nose	la nariz	la nariz
Stop Tape		
Ask ¿Qué es? or ¿Qué son? as you point to the following:		
nose		la nariz
nose		la nariz
head		la cabeza
hair		el pelo
nose		la nariz
eyes		los ojos
nose		la nariz
Start Tape		
Touch body parts in following order:		
both ears	Escuchen: las orejas	
both ears	las orejas	
both ears	Repitan: las orejas	las orejas
both ears	las orejas	las orejas
eyes	los ojos	los ojos
nose	la nariz	la nariz
ears	las orejas	las orejas
ears	las orejas	las orejas
nose	la nariz	la nariz
ears	las orejas	las orejas
Stop Tape		

Tape Script - Grades 1, 2, or 3 - Lesson 2 - Cont. (2)

Teacher Instructions	Script	Student Response
Ask ¿Que es? or ¿Qué son? as you point to the following:		
ears		las orejas
ears		las orejas
eyes		los ojos
nose		la nariz
ears		las orejas
Start Tape		
Touch body parts in following order:		
mouth	Escuchen: la boca	
mouth	la boca	
mouth	Repitan: la boca	la boca
mouth	la boca	la boca
ears	las orejas	las orejas
mouth	la boca	la boca
hair	el pelo	el pelo
head	la cabeza	la cabeza
mouth	la boca	la boca
ears	las orejas	las orejas
eyes	los ojos	los ojos
mouth	la boca	la boca
nose	la nariz	la nariz
ears	las orejas	las orejas
mouth	la boca	la boca

Stop Tape

ACTIVITY: Play La Cabeza game.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Game La Cabeza (V-5, V-6, and V-7)
2. Master worksheet for "What's Missing?" (V-10)
3. Crayons, markers, or pencils

Grades One, Two, or Three: Flash cards for reading la cabeza, el pelo, los ojos

LESSON 3 GUIDELINES

Kindergarten:

1. Finish teaching the rest of the face parts.

2. The following song may be used to practice and reinforce the vocabulary. It is sung to the tune of "Head, Shoulders, Knees and Toes." Children will use the hats they have made or brought from home.

   (Touch head, hair, eyes, nose as you sing slowly.)

   Cabeza, pelo, ojos, nariz,
   ojos, nariz!

   Cabeza, pelo, ojos, nariz,
   ojos, nariz!

   (Touch ears, mouth, hair, hat; put hat on head second time it is said.)

   Orejas, boca, pelo, sombrero,
   pelo, sombrero!

   (Touch ears, mouth, hair, hat; take hat off and wave it in air second time it is said.)

   Orejas, boca, pelo, sombrero,
   pelo, sombrero!

3. La Cabeza Game: This can be played by as many as six players. It is played much like "Cootee." Each player completes a head with ears, eyes, nose, mouth and hair by taking his/her turn spinning the wheel and adding features once he/she has obtained the "head."

4. "What's Missing (¿Qué Falta?): This game is on tape. Each child needs a copy of the master worksheet and something to draw with. As the tape asks ¿Qué falta?, students will say in Spanish which part of the body is missing. As the tape says Dibujen, children

will draw in the part. It is suggested that you read over the script beforehand to see where it will be necessary to stop the tape to allow time for the children to draw. If you prefer, this may be an individual activity in the learning center - with cassette tape and worksheets in a self-contained kit. Children may color in the sheet and draw in the missing features. Students could also do this in small groups, giving orally the Spanish word for the missing part.

Grades One, Two, or Three:

1. Introduce reading by using flash cards of head, hair, eyes. º

2. For reinforcement of the six head parts, any of the activities from lessons 1 and 2 can be repeated.

3. Reading Game: Divide class into two teams. Show a flash card to a member of team 1. The student must read the word correctly and give its equivalent in English. If he or she misses, team 2 gets a chance. Score as in golf (since the scores tend to be high) with the team that misses getting a point. The lowest score wins. This gets better and harder as the amount of reading vocabulary increases.

º This, and all other reading lessons, is optional, to be used at the teacher's discretion.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions	Script	Student Response
Review Drill:		
Ask ¿Qué es? or ¿Qué son? as you point to the following:		
hair		el pelo
head		la cabeza
hair		el pelo
hat		el sombrero
head		la cabeza
hat		el sombrero
eyes		los ojos
nose		la nariz
nose		la nariz
eyes		los ojos
Start Tape		
Touch body parts in following order:		
ears	Escuchen: las orejas	
ears	las orejas	
ears	Repitan: las orejas	las orejas
ears	las orejas	las orejas
nose	la nariz	la nariz
nose	la nariz	la nariz
ears	las orejas	las orejas
mouth	Escuchen: la boca	
mouth	la boca	
mouth	Repitan: la boca	la boca
mouth	la boca	la boca
ears	las orejas	las orejas
ears	las orejas	las orejas
mouth	la boca	la boca
Stop Tape		

Tape Script - Kindergarten - Lesson 3 - Cont. (2)

Teacher Instructions	Student Response
Ask ¿Qué es? or ¿Qué son? as you point to the following:	
ears	las orejas
ears	las orejas
mouth	la boca
mouth	la boca
eyes	los ojos
mouth	la boca
ears	las orejas

ACTIVITY: Sing song to tune of "Head, Shoulders, Knees, and Toes."

ACTIVITY: Play La Cabeza.

ACTIVITY: Do "What's Missing?" worksheet. Each child should have a copy of the activity sheet (V-10) in front of him or her and something to draw with. Tell students to look carefully at each picture and tell in Spanish what is missing. Explain the meanings of ¿Qué falta? (What's missing?) and Dibujen (Draw).

Teacher Instructions	Script	Student Response
Start Tape	Picture number 1 (uno):	
	¿Qué faltan?	los ojos
	Sí, los ojos.	
	Dibujen los ojos.	(Draw in eyes.)
Stop Tape		
Start Tape	Picture number 2 (dos):	
	¿Qué falta?	la boca
	Sí, la boca.	
	Dibujen la boca.	(Draw in mouth.)
Stop Tape		
Start Tape	Picture number 3 (tres):	
	¿Qué falta?	la nariz
	Sí, la nariz.	
	Dibujen la nariz.	(Draw in nose.)
Stop Tape		
Start Tape	Picture number 4 (cuatro):	
	¿Qué falta?	el pelo
	Sí, el pelo.	
	Dibujen el pelo.	(Draw in hair.)
Stop Tape		

Tape Script - Kindergarten - Lesson 3 - Cont. (3)

Teacher Instructions	Script	Student Response
Start Tape	Picture number 5 (cinco):	
	¿Qué faltan?	las orejas
	Sí, las orejas.	
	Dibujen las orejas.	(Draw in ears.)
Stop Tape		
Start Tape	Picture number 6 (seis):	
	¿Qué falta?	la cabeza
	Sí, la cabeza.	
	Dibujen la cabeza.	(Draw in head.)
Stop Tape		

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script	Student Response
Hold up flash cards in the following order:		
head	Escuchen: la cabeza	
head	la cabeza	
head	Lean: la cabeza	la cabeza
head	la cabeza	la cabeza
hair	Escuchen: el pelo	
hair	el pelo	
hair	Lean: el pelo	el pelo
hair	el pelo	el pelo
head	la cabeza	la cabeza
hair	el pelo	el pelo
hair	el pelo	el pelo
head	la cabeza	la cabeza
eyes	Escuchen: los ojos	
eyes	los ojos	
eyes	Lean: los ojos	los ojos
eyes	los ojos	los ojos
head	la cabeza	la cabeza
hair	el pelo	el pelo
eyes	los ojos	los ojos
eyes	los ojos	los ojos
head	la cabeza	la cabeza

Stop Tape: To verify students are reading, hold up the flash cards and ask lean. Drill them as a group, then individually. Do this until you feel they know the words.

ACTIVITY: Any of the games or activities from lessons 1 and 2 can be done again.

ACTIVITY: Add reading game, if desired.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. La Cabeza game (V-5, V-6, and V-7)
2. Worksheets and tape Corta y Pega activity (V-8 and V-9)
3. Scissors, paste, crayons, pencils
4. Tape for "Simon Says" game

Grades One, Two, or Three:
1. Numbers 2 and 3 above
2. Mouse worksheet (V-11)
3. Matching game worksheet (V-12)
4. Crossword puzzle (V-14)

LESSON 4 GUIDELINES

Kindergarten:

1. Review (on tape) all head parts.

2. Corta y Pega worksheets: Children are to cut out the parts of the face and paste them on the blank head. This may be done individually as a learning center activity, or with the whole class responding to the oral commands in Spanish.

Spanish Command:	Student Response:
Corten la cabeza.	Cut out the head.
Corten los ojos. (etc.)	Cut out the eyes. (etc.)
Peguen los ojos.	Paste the eyes.
Peguen la nariz. (etc.)	Paste the nose. (etc.)

3. "Simon Says" Game (using the tape): Have children stand facing you and the tape recorder. Instruct them to listen to the tape. You may want to have a clown or some figure to refer to as Simón. Tell the children that he will tell them to touch a part of their face or head. Example: Simón dice, "Toquen la cabeza" (See-MOHN DEE-say TOH-kayn lah cah-BAY-sah). They are to touch it and repeat the Spanish word. On Part 1 of the tape, Simon will have them touch all of the various parts for review. You may touch and repeat with them, smiling and nodding when they do well. On Part 2 of the tape, children must listen for the words Simón dice and only perform the action when the command is preceded by these two words. If Simon does not say to touch something, the students should not touch it. No child has to be "out" if he or she makes a mistake. The group goal can be to see how closely they can follow what Simon says. You may continue the game yourself instead of using the tape.

Grades One,
Two, or Three:

1. Introduce in same manner as lesson 3 reading of nose, ears, and mouth by using flash cards.
2. See number 2 above.
3. Mouse Worksheet and Matching Game: These may be done as a learning center or whole class activity.
4. "Hangman" Game: This is a student favorite. Let a student come to the board and choose a word that has been learned in the last 2 reading lessons. Play as with normal "Hangman."
5. Fill in crossword puzzle (V-14).

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script	Student Response
Touch body parts in the following order:		
mouth	Repitan: la boca	la boca
mouth	la boca	la boca
ears	las orejas	las orejas
mouth	la boca	la boca
hair	el pelo	el pelo
ears	las orejas	las orejas
head	la cabeza	la cabeza
hair	el pelo	el pelo
eyes	los ojos	los ojos
head	la cabeza	la cabeza
nose	la nariz	la nariz
eyes	los ojos	los ojos
mouth	la boca	la boca
nose	la nariz	la nariz

Stop Tape

ACTIVITY: Sing song to tune of "Head, Shoulders, Knees and Toes."

ACTIVITY: Play La Cabeza.

ACTIVITY: Do Corta y Pega worksheets.

ACTIVITY: Play "Simon Says" (on tape).

"Simon Says" Game

Part 1

Script	Student Response
Let's play "Simon Says."	
Vamos a jugar "Simón Dice."	
Escuchen, toquen y repitan.	(Listen, touch, and repeat.)
Simón dice, "Toquen la cabeza."	(Touch head.) la cabeza
Simón dice, "Toquen el pelo."	(Touch hair.) el pelo
Simón dice, "Toquen los ojos."	(Touch eyes.) los ojos
Simón dice, "Toquen la nariz."	(Touch nose.) la nariz
Simón dice, "Toquen las orejas."	(Touch ears.) las orejas
Simón dice, "Toquen la boca."	(Touch mouth.) la boca
Simón dice, "Toquen el pelo."	(Touch hair.) el pelo
Simón dice, "Toquen la nariz."	(Touch nose.) la nariz
Simón dice, "Toquen la cabeza."	(Touch head.) la cabeza
Simón dice, "Toquen la boca."	(Touch mouth.) la boca

Part 2

Vamos a jugar "Simón Dice."	(Let's play "Simon Says.")
¡Escuchen bien!	(Listen well!)
Simón dice, "Toquen la boca."	(Touch mouth.)
Toquen la cabeza.	(-)
No, no. ¡Simón no dice!	
Simón dice, "Toquen la nariz."	(Touch nose.)
Simón dice, "Toquen la cabeza."	(Touch head.)
Simón dice, "Toquen el pelo."	(Touch hair.)
Toquen los ojos.	(-)
No, no. ¡Simón no dice!	
Simón dice, "Toquen los ojos."	(Touch eyes.)
Simón dice, "Toquen las orejas."	(Touch ears.)
Toquen el pelo.	(-)
No, no. ¡Simón no dice!	
Toquen la nariz.	(-)
No, no. ¡Simón no dice!	

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions		Script	Student Response
Start Tape			
Hold up flash cards in the following order:			
head	Lean:	la cabeza	la cabeza
head		la cabeza	la cabeza
hair		el pelo	el pelo
hair		el pelo	el pelo
eyes		los ojos	los ojos
nose	Escuchen:	la nariz	
nose		la nariz	
nose	Lean:	la nariz	la nariz
nose		la nariz	la nariz
head		la cabeza	la cabeza
nose		la nariz	la nariz
hair		el pelo	el pelo
nose		la nariz	la nariz
ears	Escuchen:	las orejas	
ears		las orejas	
ears	Lean:	las orejas	las orejas
ears		las orejas	las orejas
nose		la nariz	la nariz
ears		las orejas	las orejas
hair		el pelo	el pelo
mouth	Escuchen:	la boca	
mouth		la boca	
mouth	Lean:	la boca	la boca
mouth		la boca	la boca
ears		las orejas	las orejas
mouth		la boca	la boca
nose		la nariz	la nariz
mouth		la boca	la boca
ears		las orejas	las orejas
nose		la nariz	la nariz
mouth		la boca	la boca
Stop Tape			

Verification: One at a time hold up each of the 6 parts of the head and drill reading and comprehension. That is, have an individual read the card and give its meaning.

ACTIVITY: Do "Mouse" worksheet.

ACTIVITY: Play "Hangman."

ACTIVITY: Play Matching game.

ACTIVITY: Do "Cut and Paste" worksheet.

ACTIVITY: Complete crossword puzzle.

MATERIALS NEEDED FOR LESSON 5

Kindergarten:
1. Masters of eyes, noses, ears, mouths (V-15, V-16, V-17)
2. Master sheet of hats (V-2)
3. Paper plates
4. Scissors, crayons, paste
5. Colored yarn

Grades One, Two, or Three: No special materials

LESSON 5 GUIDELINES

Kindergarten:

1. Making Paper Plate Heads: Challenge students by making the objective "Can you Make Your Teacher Laugh?" Using the masters included, have children select eyes, nose, mouth and ears to cut out and color. These are pasted to the paper plate, which serves as a head. Children may draw in and color hair, or they may use colored yarn for hair. The master sheets of the hats for lesson 1 can be used to give the children a choice of a hat, which they may cut out, color, and paste to their head.

2. This lesson marks the end of the kindergarten component of this unit. However, feel free to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Introduce more body parts orally. Your part, as in the first lessons, is to point to and touch the part on yourself slightly before the tape says the word, then repeat it again, continuing to point to the body part. It is suggested that you read over the tape script beforehand.

2. Game: Divide class into two teams. Point to a body part and ellicit a response from one member of a team. One point is earned for every correct response.

3. Song (to tune of "Head, Soulders, Knees and Toes"): This song may be used to practice and reinforce the vocabulary.

(Touch head, hair, eyes, nose, as you sing slowly.)

¡Cabeza, pelo, ojos, nariz,
ojos, nariz!
¡Cabeza, pelo, ojos, nariz,
ojos, nariz!

(Touch mouth, arm, hand, finger.)

¡Boca, brazo, mano, dedo,
mano, dedo!
¡Boca, brazo, mano, dedo,
mano, dedo!

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script	Student Response
"Let's learn some more parts of the body. Watch me and do as I do."		
Start Tape		
Touch body parts in following order:		
arm	Escuchen: el brazo	
arm	el brazo	
arm	Repitan: el brazo	el brazo
arm	el brazo	el brazo
hand	Escuchen: la mano	
hand	la mano	
hand	Repitan: la mano	la mano
hand	la mano	la mano
arm	el brazo	el brazo
arm	el brazo	el brazo
hand	la mano	la mano
one finger	Escuchen: el dedo	
one finger	el dedo	
one finger	Repitan: el dedo	el dedo
one finger	el dedo	el dedo
hand	la mano	la mano
one finger	el dedo	el dedo
arm	el brazo	el brazo
one finger	el dedo	el dedo
one finger	el dedo	el dedo
hand	la mano	la mano
Stop Tape		

Teacher Instructions	Student Response
Ask ¿Qué es? as you point to the following:	
finger	el dedo
finger	el dedo
arm	el brazo
hand	la mano
hand	la mano
arm	el brazo

(You can further drill as you wish. You may also add the other body parts already learned.)

ACTIVITY: Review any games or worksheets from previous lessons.

ACTIVITY: Sing song to tune of "Head, Shoulders, Knees and Toes."

MATERIALS NEEDED FOR LESSON 6

Grades One,
Two, or Three:
1. Transparency of lotto board containing body parts (V-18)
2. Tape for "Simon Says" Game
3. Skeleton

LESSON 6 GUIDELINES

1. Introduce vocabulary using the tape. The children will learn three more body parts, just as they did in lesson 5.

2. "Lotto" Game: The lotto boards may be colored, glued to cardboard and laminated with clear contact paper to make them durable. There are 12 pictures of the 12 body parts learned. Two sets may be cut out to make the calling cards. Laminated copies of the lotto board and the matching picture cards are used to form a game for the learning center. After lesson 8, when students have learned the written words, flash cards can be substituted for pictures.

3. "Simon Says" Game (on tape): Have children stand facing you and the tape recorder. Tell them that they will hear the words Simón dice, "Toquen." (Simon says, "Touch.") and then a part of the body named in Spanish. They are to touch the part that Simon says. In Part 1, all the various body parts from all previous lessons will be named for practice. The children should touch each one. You might play along to assist them. It is suggested you read over the tape script beforehand. In Part 2 of the game, students are only to touch the part of their body if they hear the words Simon dice before it. They must do only what Simon says! This may be played as a competition, eliminating all but one, who is the winner, or the goal may be for each child to continue playing to see how closely each person can follow what Simon says.

4. Review of Parts of Body Using Transparency: Place transparency of lotto chart on overhead projector. Point to various parts of the body. Ask ¿Qué es? of the whole class or of individuals. You may wish to make a game of it by having two teams alternate turns. Each child that answers correctly wins a point for his/her team.

5. "Mr. Bones" Game: Most schools have a skeleton in their library or science room. If you can obtain one, it is fun to bring it in and have the students name the parts they know in Spanish. The word for skeleton in Spanish is el esqueleto (el ays-kay-LAY-toh).

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions		Script	Student Response
Touch body parts in following order:			
arm	Repitan:	el brazo	el brazo
arm		el brazo	el brazo
hand		la mano	la mano
hand		la mano	la mano
finger		el dedo	el dedo
finger		el dedo	el dedo
teeth	Escuchen:	los dientes	
teeth		los dientes	
teeth	Repitan:	los dientes	los dientes
teeth		los dientes	los dientes
leg	Escuchen:	la pierna	
leg		la pierna	
leg	Repitan:	la pierna	la pierna
leg		la pierna	la pierna
teeth		los dientes	los dientes
leg		la pierna	la pierna
hand		la mano	la mano
finger		el dedo	el dedo
leg		la pierna	la pierna
foot	Escuchen:	el pie	
foot		el pie	
foot	Repitan:	el pie	el pie
foot		el pie	el pie
leg		la pierna	la pierna
teeth		los dientes	los dientes
foot		el pie	el pie
foot		el pie	el pie

Stop Tape

Tape Script - Grades 1, 2, or 3 - Lesson 6 - Cont. (2)

Teacher Instructions	Script	Student Response
Ask ¿Qué es? or ¿Qué son? as you point to the following:		
foot		el pie
foot		el pie
leg		la pierna
teeth		los dientes
teeth		los dientes
leg		la pierna

Start Tape (This is a final review.)

Touch body parts in following order:

arm	¿Qué es?	el brazo
hand	¿Qué es?	la mano
finger	¿Qué es?	el dedo
teeth	¿Qué son?	los dientes
leg	¿Qué es?	la pierna
foot	¿Qué es?	el pie

Stop Tape

ACTIVITY: Play "Lotto" (non-reading version).

ACTIVITY: Review, using transparency game.

ACTIVITY: Identify parts of "Mr. Bones."

ACTIVITY: Play "Simon Says" (on tape).

Part 1

Script	Student Response
Escuchen y toquen.	Listen and touch.
Simón dice, "Toquen la cabeza."	head
Simón dice, "Toquen la boca."	mouth
Simón dice, "Toquen el pelo."	hair
Simón dice, "Toquen los ojos."	eyes
Simón dice, "Toquen las orejas."	ears
Simón dice, "Toquen la nariz."	nose
Simón dice, "Toquen el brazo."	arm
Simón dice, "Toquen la mano."	hand
Simón dice, "Toquen los dientes."	teeth
Simón dice, "Toquen el dedo."	finger
Simón dice, "Toquen el pie."	foot
Simón dice, "Toquen la pierna."	leg

Tape Script - Simon Says Game - Lesson 6 - Cont. (3)

Part 2

Script	Student Response
Vamos a jugar "Simón Dice."	Let's play "Simon Says."
¡Escuchen bien!	Listen well!
Simón dice, "Toquen la nariz."	nose
Simón dice, "Toquen el pelo."	hair
Toquen los ojos.	(-)
No, no. Simón no dice.	
Simón dice, "Toquen las orejas."	ears
Simón dice, "Toquen la boca."	mouth
Simón dice, "Toquen el brazo."	arm
Toquen la cabeza.	(-)
No, no. Simón no dice.	
Simón dice, "Toquen la mano."	hand
Toquen el pie.	(-)
No, no. Simón no dice.	
Simón dice, "Toquen el pie."	foot
Simón dice, "Toquen el dedo."	finger
Simón dice, "Toquen los dientes."	teeth
Toquen la pierna.	(-)
No, no. Simón no dice.	
Simón dice, "Toquen la pierna."	leg
Simón dice, "Toquen los ojos."	eyes
Toquen la nariz.	(-)
No, no. Simón no dice.	
Simón dice, "Toquen la cabeza."	head
Toquen el dedo.	(-)
No, no. Simón no dice.	

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three: Word flash cards for arm, hand, finger

LESSON 7 GUIDELINES

1. Introduce reading of words from lesson 5 (arm, hand, finger).
2. For reinforcement of the 6 parts, any of the activities from lessons 5 and 6 can be repeated.
3. Reading Game: This is done as in lesson 3, but you may add words learned in other lessons.
4. Old-fashioned Spelling Bee: Only in Spanish! Use all the words learned.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Teacher Instructions	Script	Student Response
Start Tape		
Hold up flash cards in the following order:		
arm	Escuchen: el brazo	
arm	el brazo	
arm	Lean: el brazo	el brazo
arm	el brazo	el brazo
hand	Escuchen: la mano	
hand	la mano	
hand	Lean: la mano	la mano
hand	la mano	la mano
arm	el brazo	el brazo
arm	el brazo	el brazo
hand	Escuchen: la mano	
finger	el dedo	
finger	el dedo	
finger	Lean: el dedo	el dedo
finger	el dedo	el dedo
arm	el brazo	el brazo
finger	el dedo	el dedo
finger	el dedo	el dedo
hand	la mano	la mano
Stop Tape		

Verification: Hold up one of the flash cards at a time and drill as a group, then individually, to verify students are reading the card.

ACTIVITY: Repeat any of the activities in lessons 5 and 6.

ACTIVITY: Play Reading game.

ACTIVITY: Play "Hangman."

ACTIVITY: Have old-fashioned spelling bee.

MATERIALS NEEDED FOR LESSON 8

Grades One, Two, or Three:

1. Word flash cards
2. Lotto game (written word version)
3. Picture crossword puzzle (V-13)
4. "Concentration" game parts (same as lotto parts, V-18)
5. El Hombre Mecánico worksheet (V-22)

LESSON 8 GUIDELINES

1. Introduce reading of teeth, leg, and foot in Spanish.
2. If you desire, you can adapt the lotto game done in a previous lesson to written form. It is a good learning center activity. (See worksheet V-19.)
3. For the picture crossword puzzle, see V-13.
4. "Concentration" Game: There is a card for each body part. Each one may be colored (if desired) and laminated for durability, then cut into cards. This game, which can be played by small groups, is a favorite of the children.
5. For El Hombre Mecánico worksheet, see V-22.

Tape Script - Grades 1, 2, or 3 - Lesson 8

Teacher Instructions		Script	Student Response
Review reading 3 body parts from lesson 7.			
Hold up flash cards in the following order:			
arm	Lean:	el brazo	el brazo
arm		el brazo	el brazo
hand		la mano	la mano
hand		la mano	la mano
arm		el brazo	el brazo
finger		el dedo	el dedo
finger		el dedo	el dedo
hand		la mano	la mano

Tape Script - Grades 1, 2, or 3 - Lesson 8 - Cont. (2)

Teacher Instructions		Script	Student Response
Hold up flash cards in the following order:			
teeth	Escuchen:	los dientes	
teeth		los dientes	
teeth	Lean:	los dientes	los dientes
teeth		los dientes	los dientes
arm		el brazo	el brazo
teeth		los dientes	los dientes
leg	Escuchen:	la pierna	
leg		la pierna	
leg	Lean:	la pierna	la pierna
leg		la pierna	la pierna
teeth		los dientes	los dientes
teeth		los dientes	los dientes

Stop Tape

To verify their reading, drill first as a group, then individually, with flash cards. Concentrate on los dientes and la pierna, then mix in the others.

Start Tape

Hold up flash cards in the following order:			
foot	Escuchen:	el pie	
foot		el pie	
foot	Lean:	el pie	el pie
foot		el pie	el pie
leg		la pierna	la pierna
teeth		los dientes	los dientes
(Final check)			
arm		el brazo	el brazo
hand		la mano	la mano
finger		el dedo	el dedo
teeth		los dientes	los dientes
leg		la pierna	la pierna
foot		el pie	el pie

Stop Tape

ACTIVITY: Play lotto (written word version).

ACTIVITY: Complete picture crossword puzzle (V-13).

ACTIVITY: Play "Concentration."

ACTIVITY: Do El Hombre Mecánico worksheet (V-22).

MATERIALS NEEDED FOR LESSON 9

Grades One,
Two, or Three: 1. Visuals of clothing items (V-20 and V-21)
2. Any type of hat

LESSON 9 GUIDELINES

1. Introduce vocabulary using the tape and visuals. Instruct children to look at the pictured piece of clothing that you hold up (see masters of visuals: V-20 and V-21). They will hear the name for it in Spanish on the tape. They are to repeat the Spanish word, thinking of what it means. Read over the tape script to familiarize yourself with the order of presentation of visuals. You may wish to make copies of the masters for the visuals, color them in, and mount them on cardboard for use with this lesson.

2. ¿Qué Llevas Puesto? Game: Have children describe in Spanish what they are wearing. Their description will, of course, be limited to the vocabulary learned to date. As the amount of vocabulary increases, they can add words to their descriptions.

3. "Pass the Hat" (Pasar el Sombrero) Game: This is played very much like musical chairs, except there is no winner or loser. The children sit in a large circle, and when the music begins, they start passing the hat. When the music stops, the person with the hat stands up and says loudly, "¡El sombrero!"

Tape Script - Grades 1, 2, or 3 - Lesson 9

Teacher Instructions	Script	Student Response
Set up 3 pictures in view of all children.		
Start Tape		
Point to:		
hat	Escuchen: un sombrero	
hat	Repitan: un sombrero	un sombrero
pants	Escuchen: pantalones	
pants	Repitan: pantalones	pantalones
pants	pantalones	pantalones
hat	un sombrero	un sombrero
pants	pantalones	pantalones

Tape Script - Grades 1, 2, or 3 - Lesson 9 - Cont. (2)

Teacher Instructions		Script	Student Response
Point to:			
shirt	Escuchen:	una camisa	
shirt		una camisa	
shirt	Repitan:	una camisa	una camisa
shirt		una camisa	una camisa
hat		un sombrero	un sombrero
pants		pantalones	pantalones
shirt		una camisa	una camisa

Stop Tape

Ask ¿Qué es? or ¿Qué son? as you point to the following:

Teacher Instructions	Student Response
shirt	una camisa
shirt	una camisa
hat	un sombrero
hat	un sombrero
pants	pantalones
pants	pantalones

ACTIVITY: Play ¿Qué Llevas Puesto? ("What Are You Wearing?") game.

ACTIVITY: Play Pasar el Sombrero ("Pass the Hat") game.

MATERIALS NEEDED FOR LESSON 10

Grades One
Two, or Three: Visuals of clothing items (V-20 and V-21)

LESSON 10 GUIDELINES

1. Introduce new vocabulary as was done in lesson 9.

2. Chain Version of ¿Qué Llevas Puesto? Game: The teacher begins the game by asking a child ¿Qué llevas puesto? The child must respond with Yo llevo (I'm wearing) plus the Spanish name for one thing he/she is wearing. Then he/she asks the next child the question (¿Qué llevas puesto?). Each student adds one thing to the list of items. This continues until a child can't remember or makes an error. Then the chain begins again.

Tape Script - Grades 1, 2, or 3 - Lesson 10

Teacher Instructions		Script	Student Response
Start Tape			
Point to:			
hat	Repitan:	un sombrero	un sombrero
hat		un sombrero	un sombrero
pants	Repitan:	pantalones	pantalones
pants		pantalones	pantalones
shirt		una camisa	una camisa
shirt		una camisa	una camisa
blouse	Escuchen:	una blusa	
blouse		una blusa	
skirt		una falda	
skirt		una falda	
skirt	Repitan:	una falda	una falda
skirt		una falda	una falda
blouse		una blusa	una blusa
skirt		una falda	una falda

Tape Script - Grades 1, 2, or 3 - Lesson 10 - Cont. (2)

Teacher Instructions		Script	Student Response
Point to:			
dress	Escuchen:	un vestido	
dress		un vestido	
dress	Repitan:	un vestido	un vestido
dress		un vestido	un vestido
blouse		una blusa	una blusa
skirt		una falda	una falda
dress		un vestido	un vestido
skirt		una falda	una falda

Stop Tape

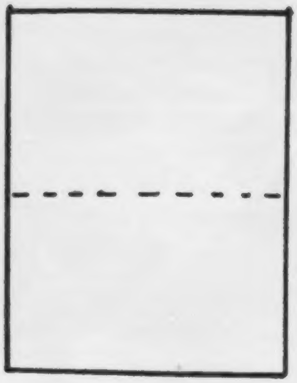
Ask ¿Qué es? or ¿Qué son? as you point to the following:

blouse	una blusa
blouse	una blusa
skirt	una falda
skirt	una falda
dress	un vestido
dress	un vestido
hat	un sombrero
hat	un sombrero
pants	pantalones
pants	pantalones
shirt	una camisa
shirt	una camisa

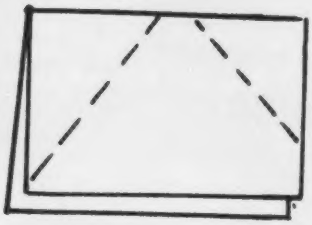
(You may wish to continue this type of drill if children have trouble with certain words. This review can be in the form of a game where two sides take turns answering.)

ACTIVITY: Play chain version of ¿Qué Llevas Puesto? game.

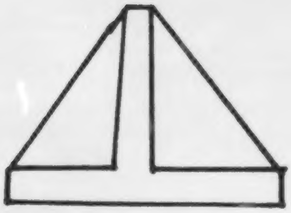
Instructions for Making Hats from Newspaper



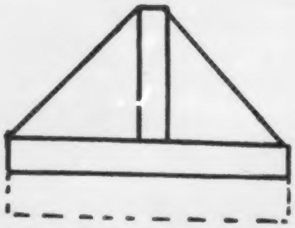
. Use one page of newspaper.
Fold top half down.



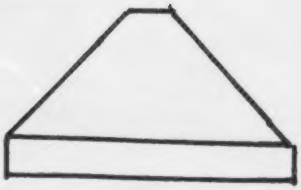
2. Keeping the opening at
bottom, fold top corners.



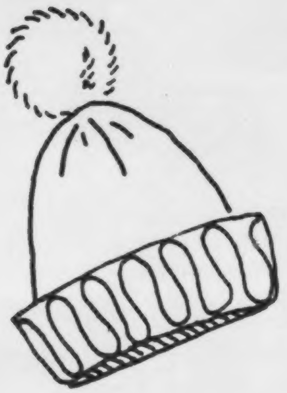
. Fold traingles forward.

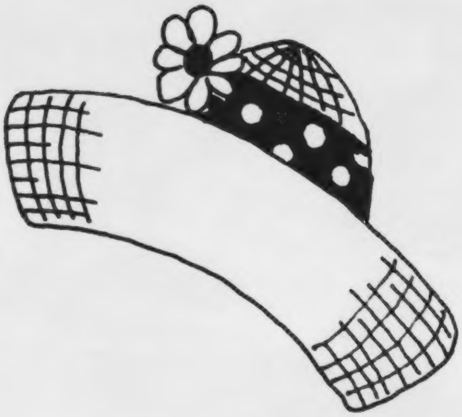


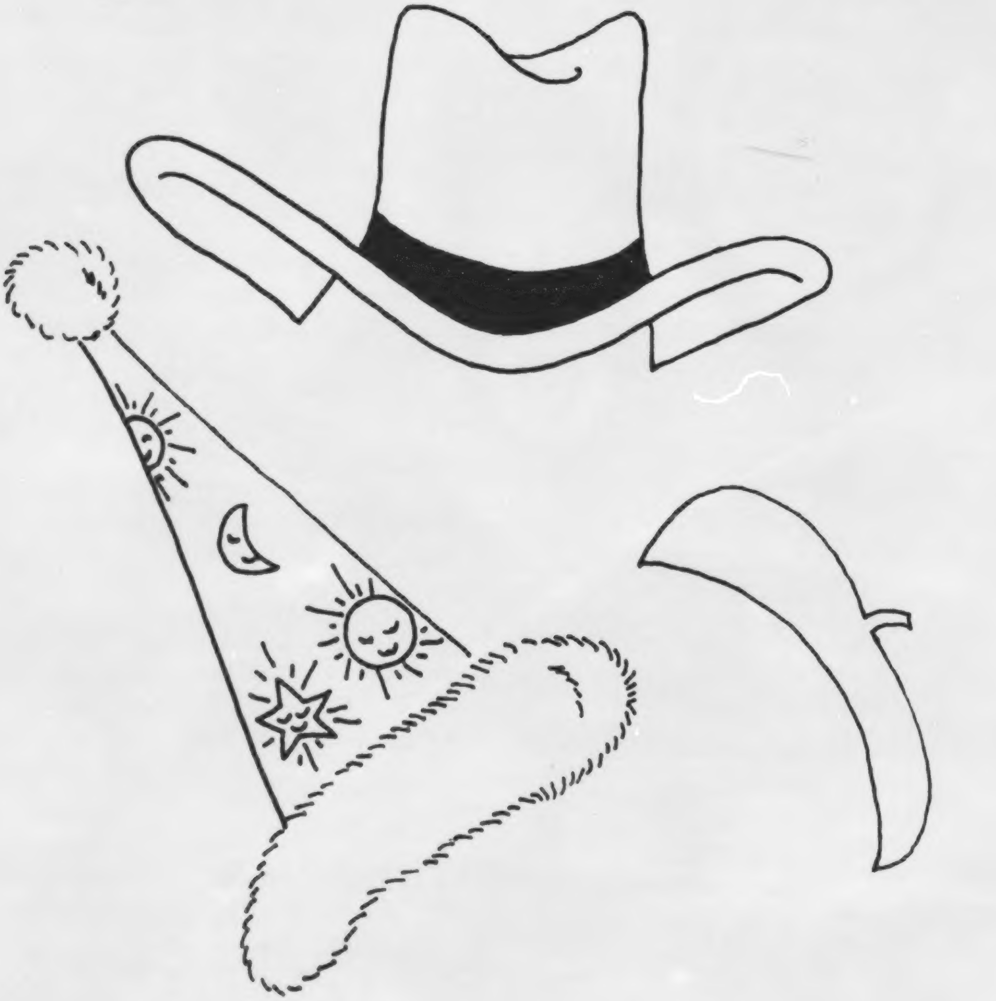
4. Fold bottom strip up.



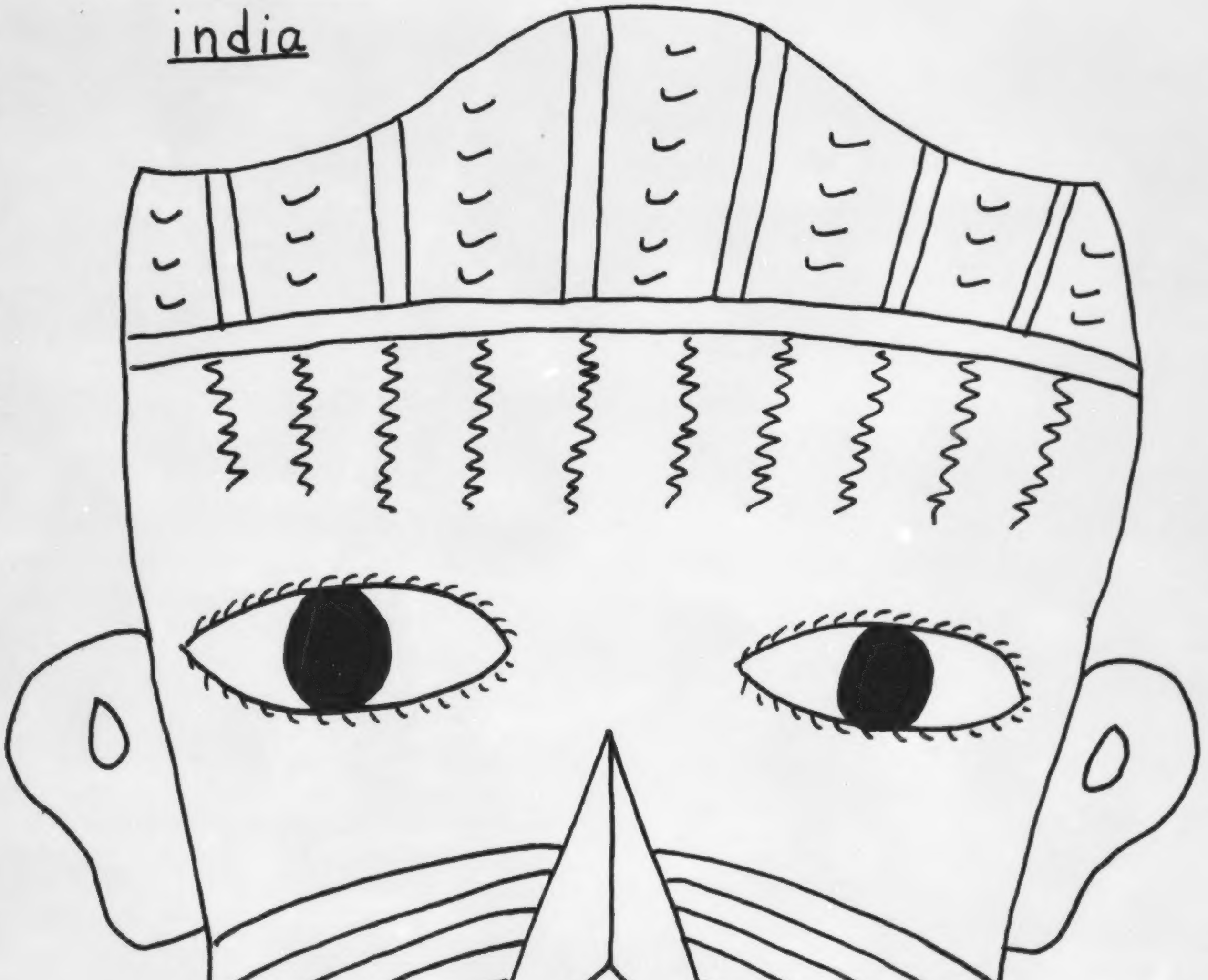
5. Fold bottom up on back.



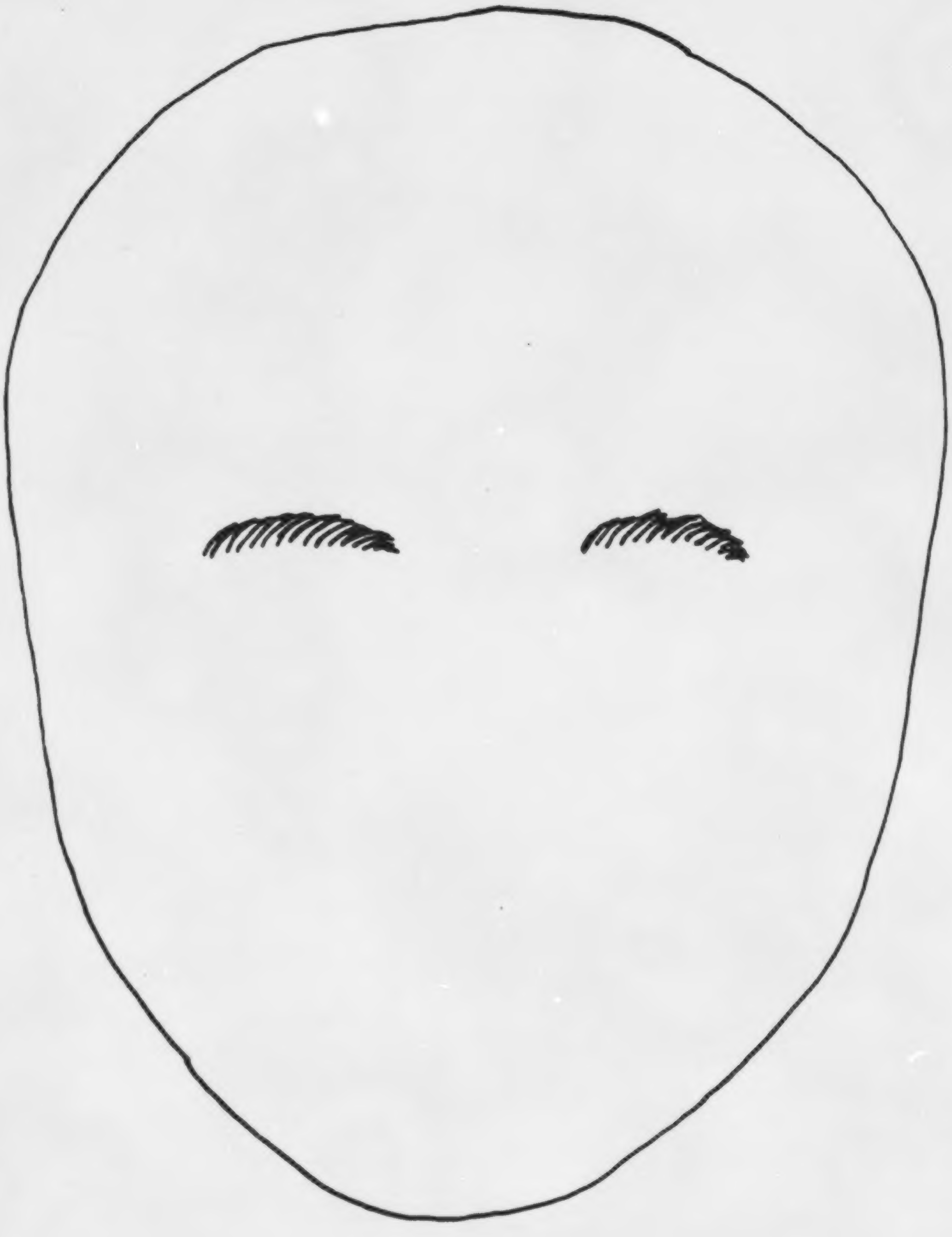


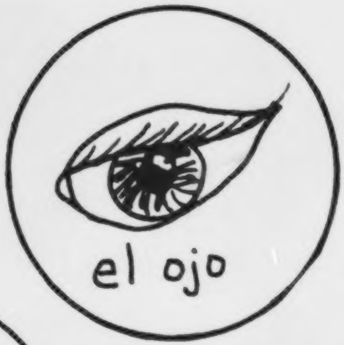


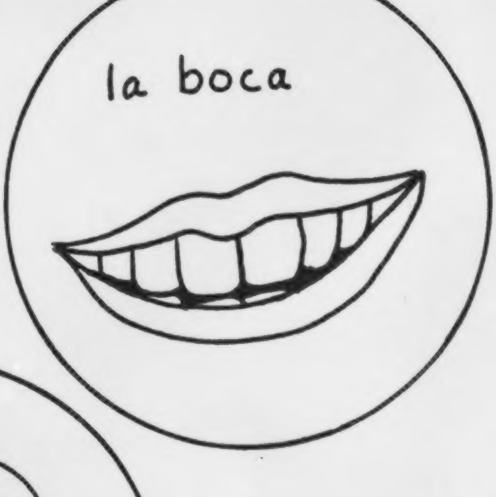
La máscara india

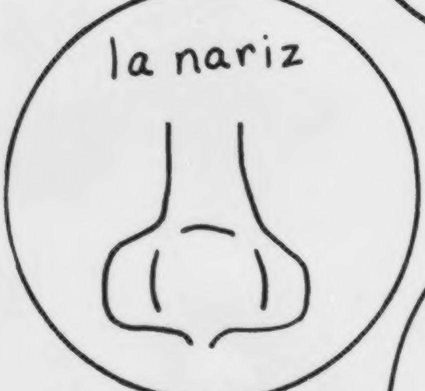


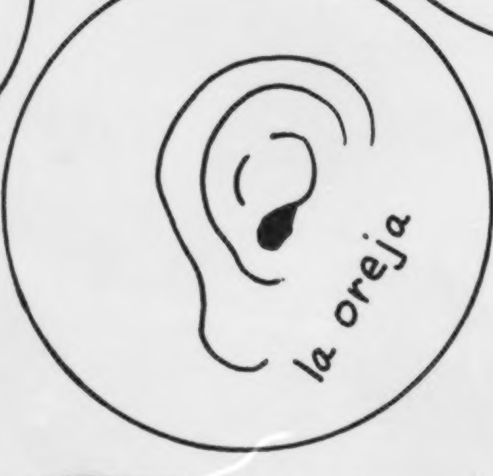
La cabeza ____________________

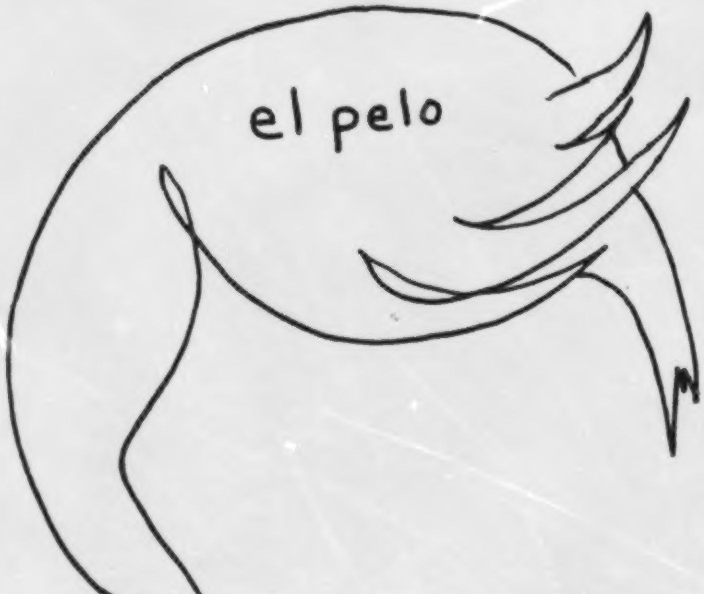


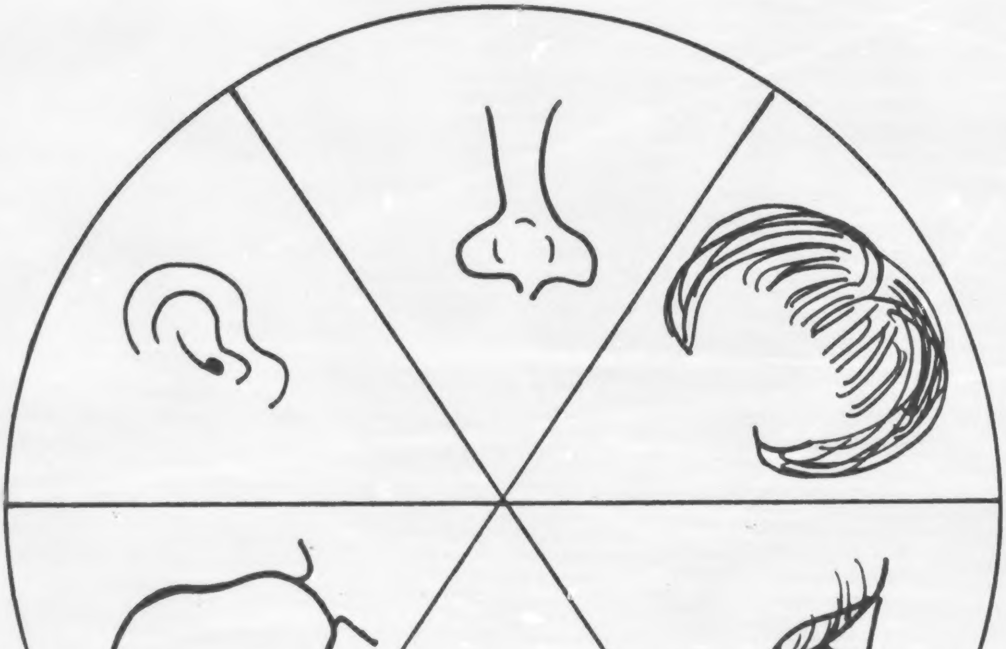

el ojo


la boca

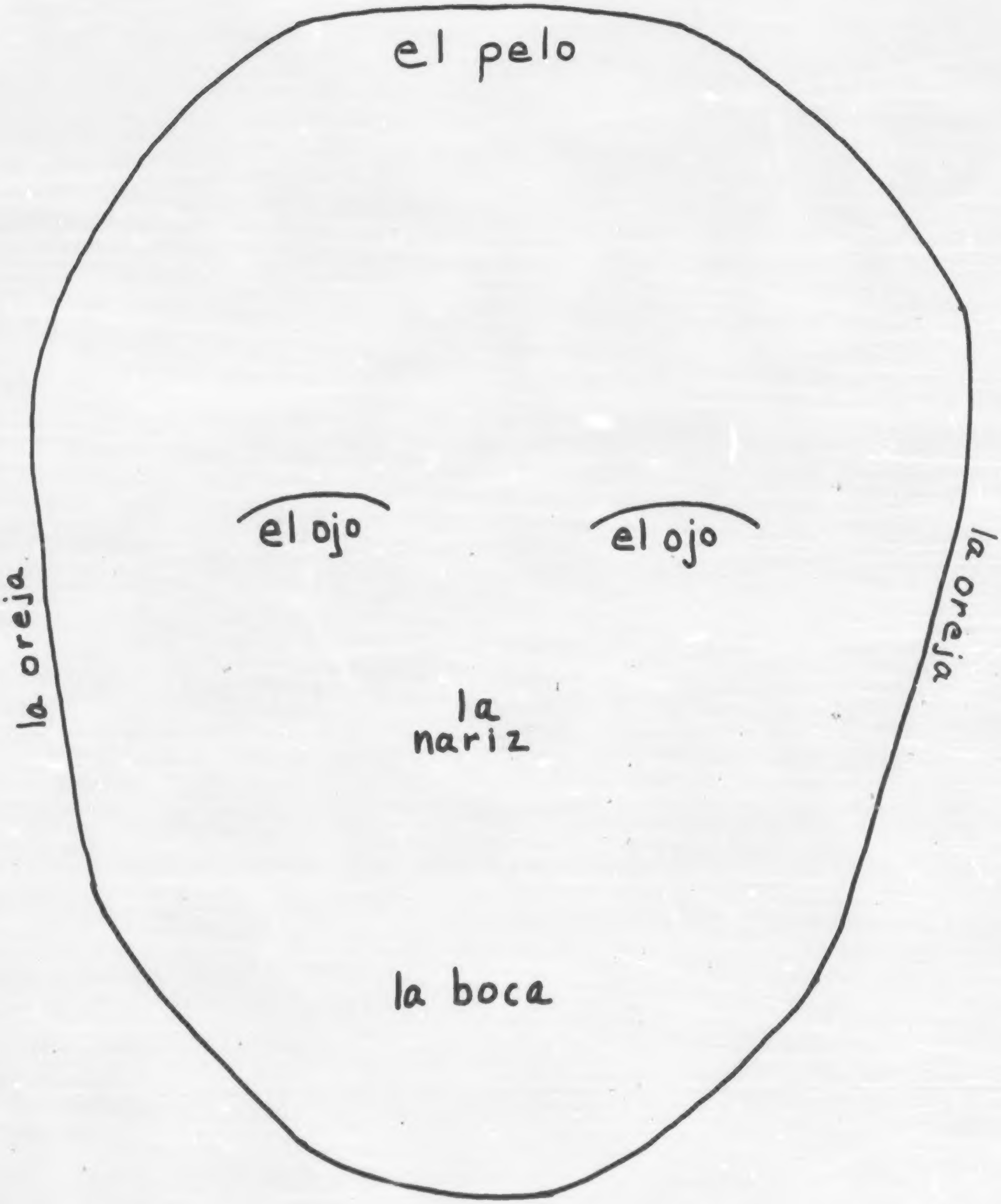

la nariz


la oreja


el pelo

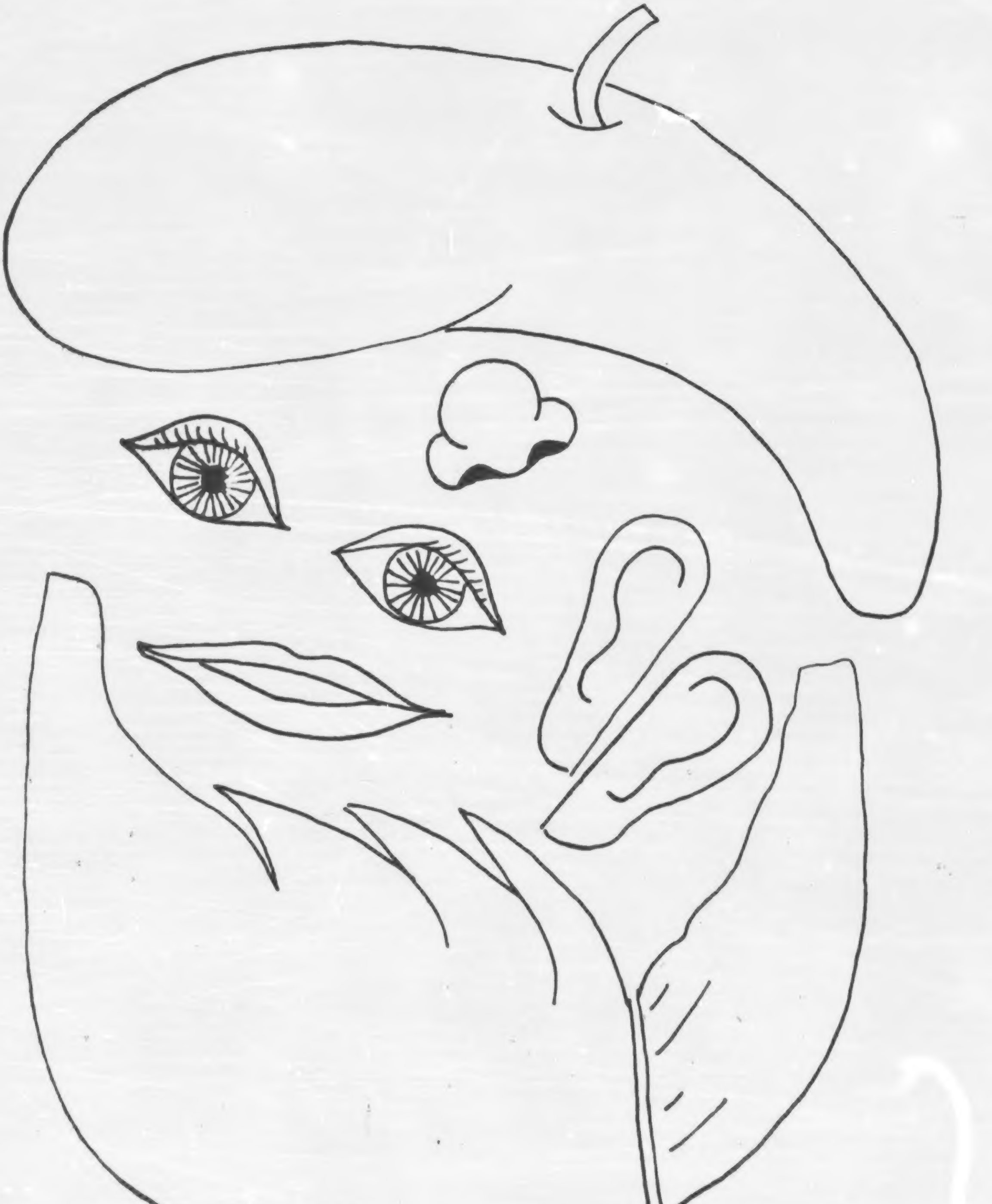


La cabeza ______________________


el pelo
el ojo
el ojo
la oreja
la oreja
la nariz
la boca

Corta y pega

____



¿Qué falta?

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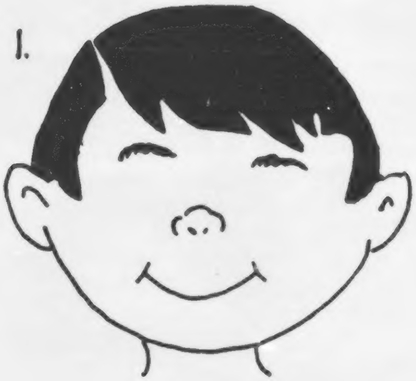

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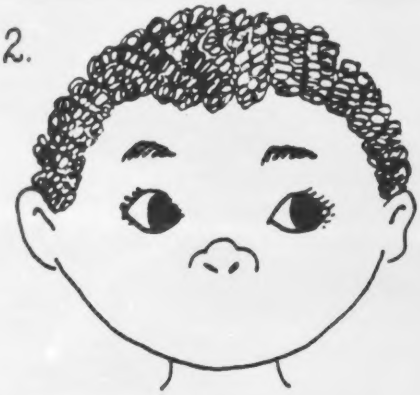

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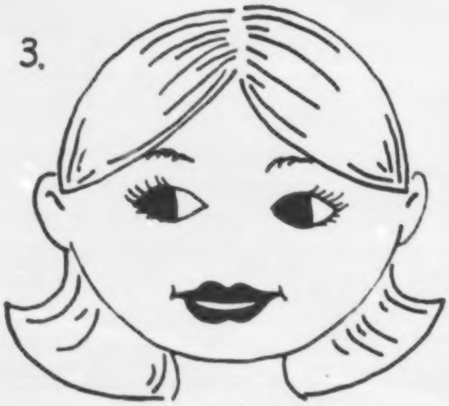

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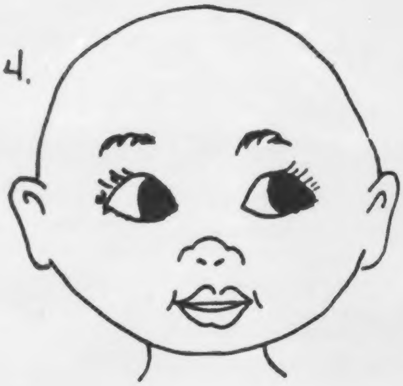

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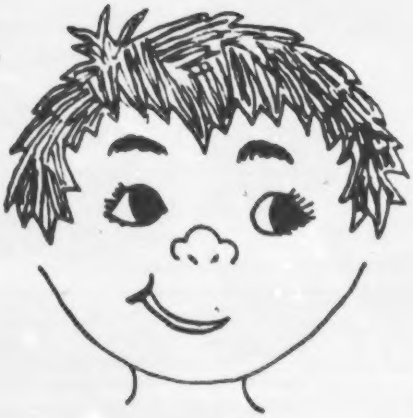

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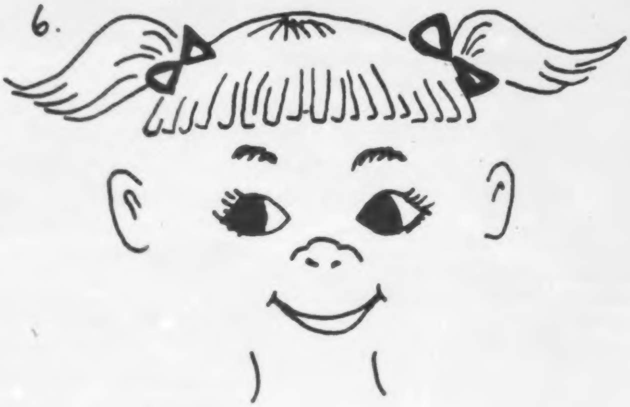
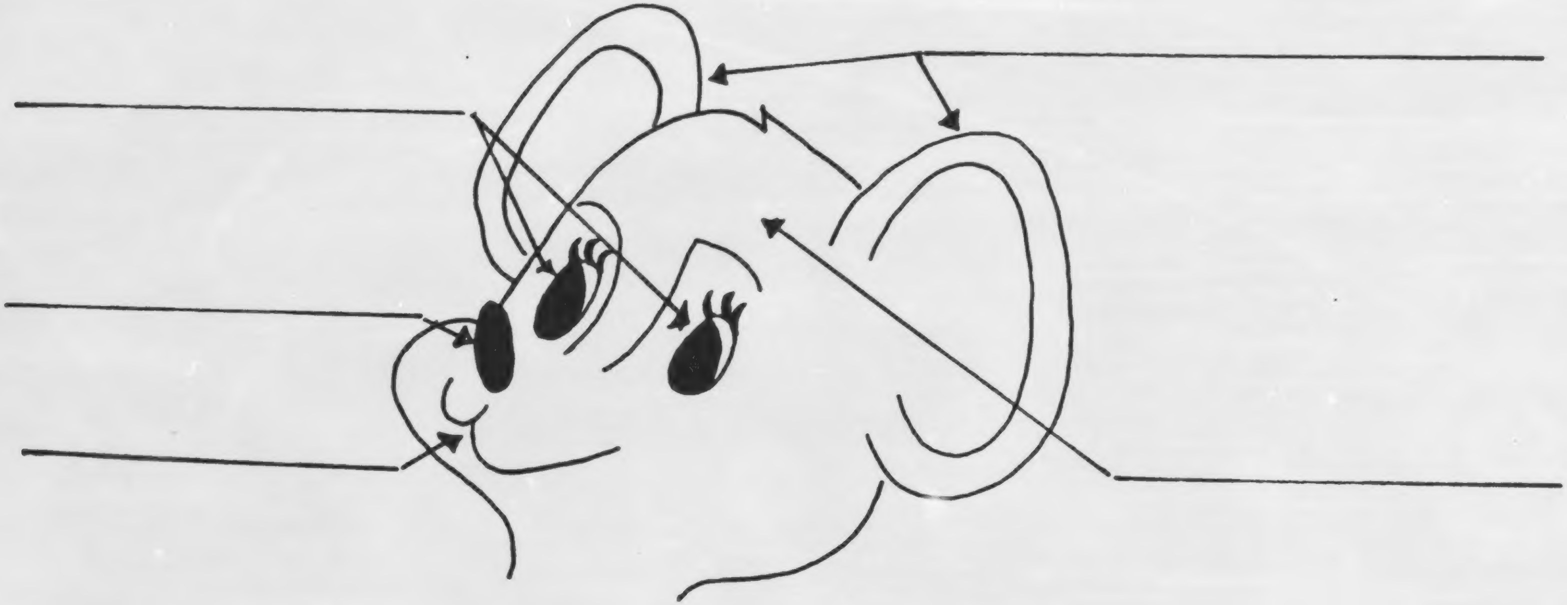


Escribe las partes del ratón

Nombre ____________________



la cabeza

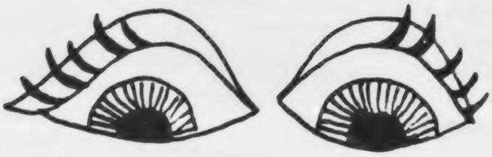
la boca

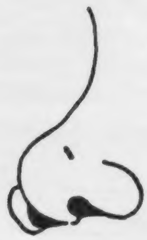
la nariz

los ojos

las orejas

Nombre____________________





la cabeza

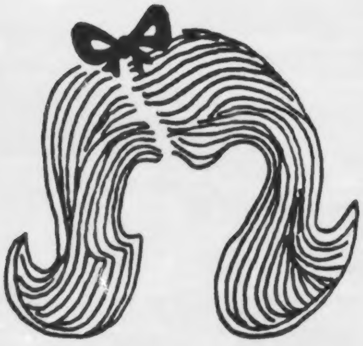
los ojos

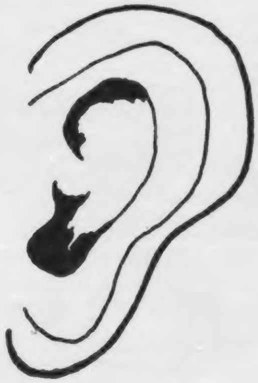
la boca

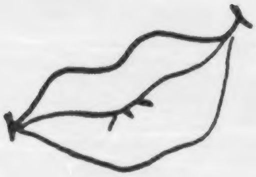
las orejas

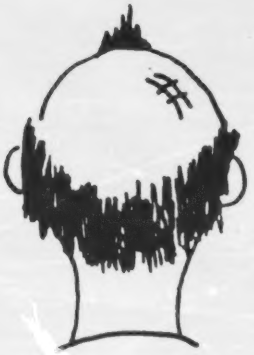
el pelo

la nariz



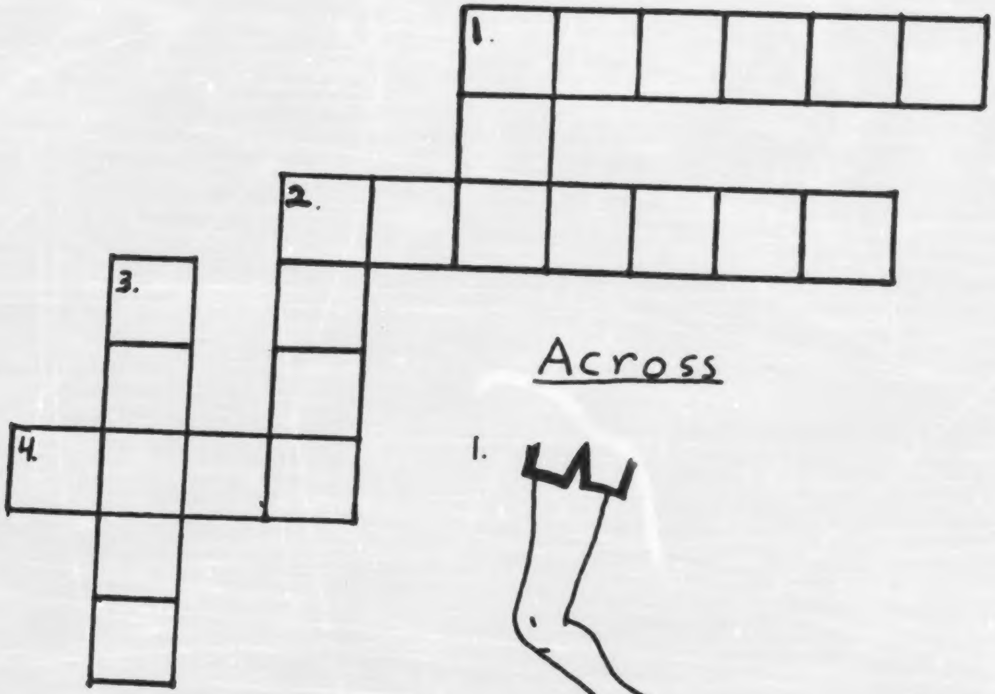






El Cuerpo

Nombre_______________



Down

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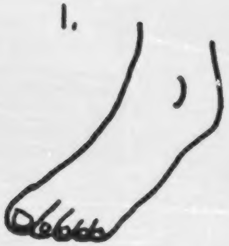

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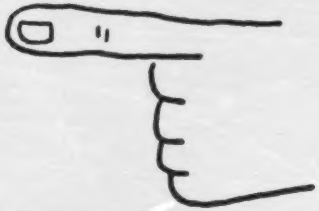

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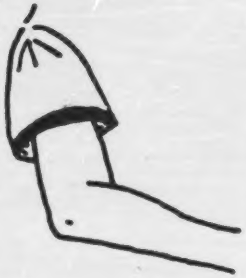

Across

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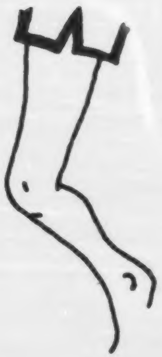

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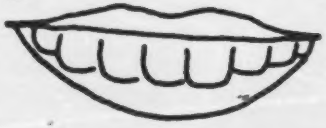

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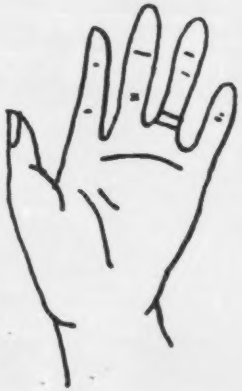
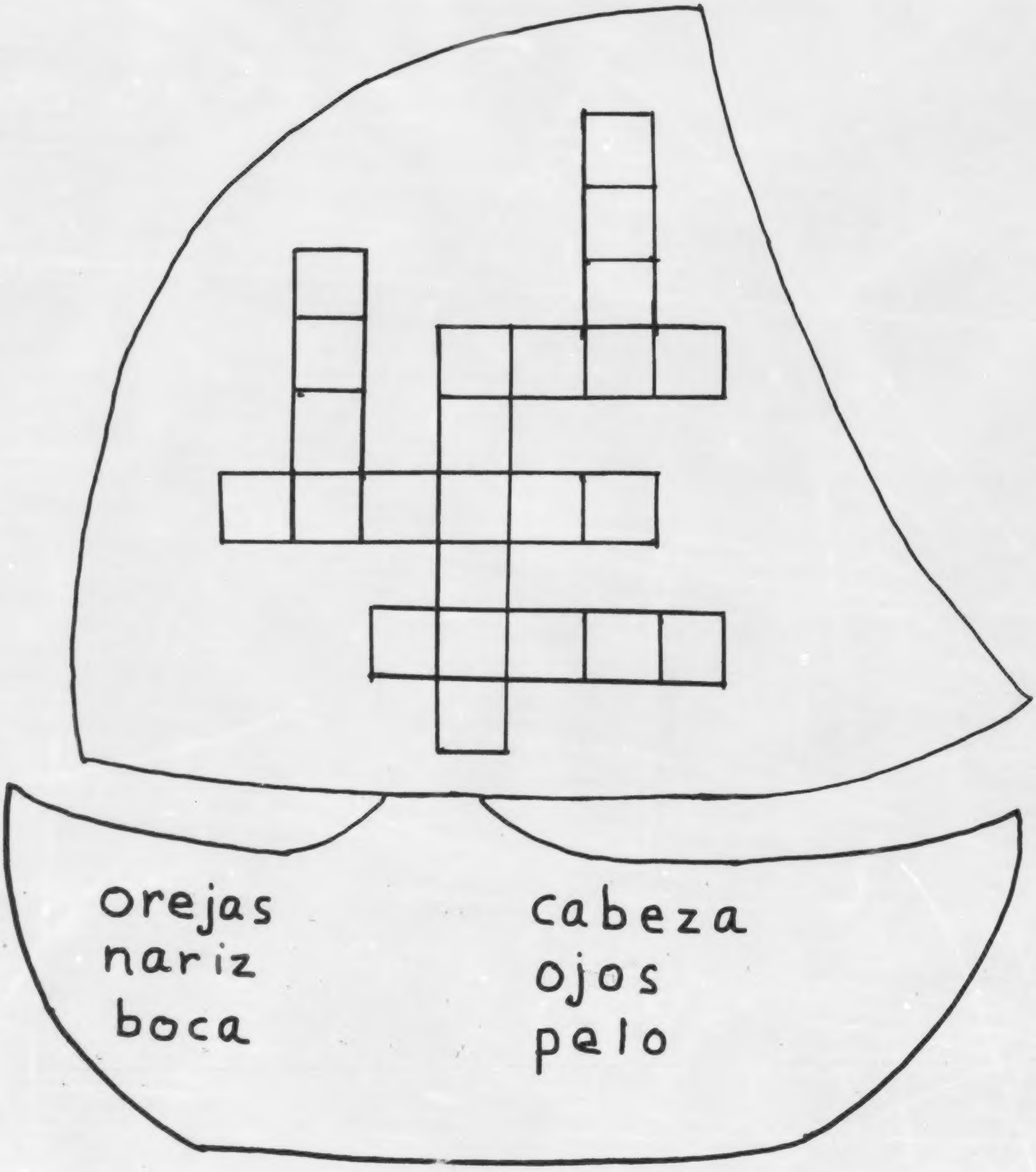
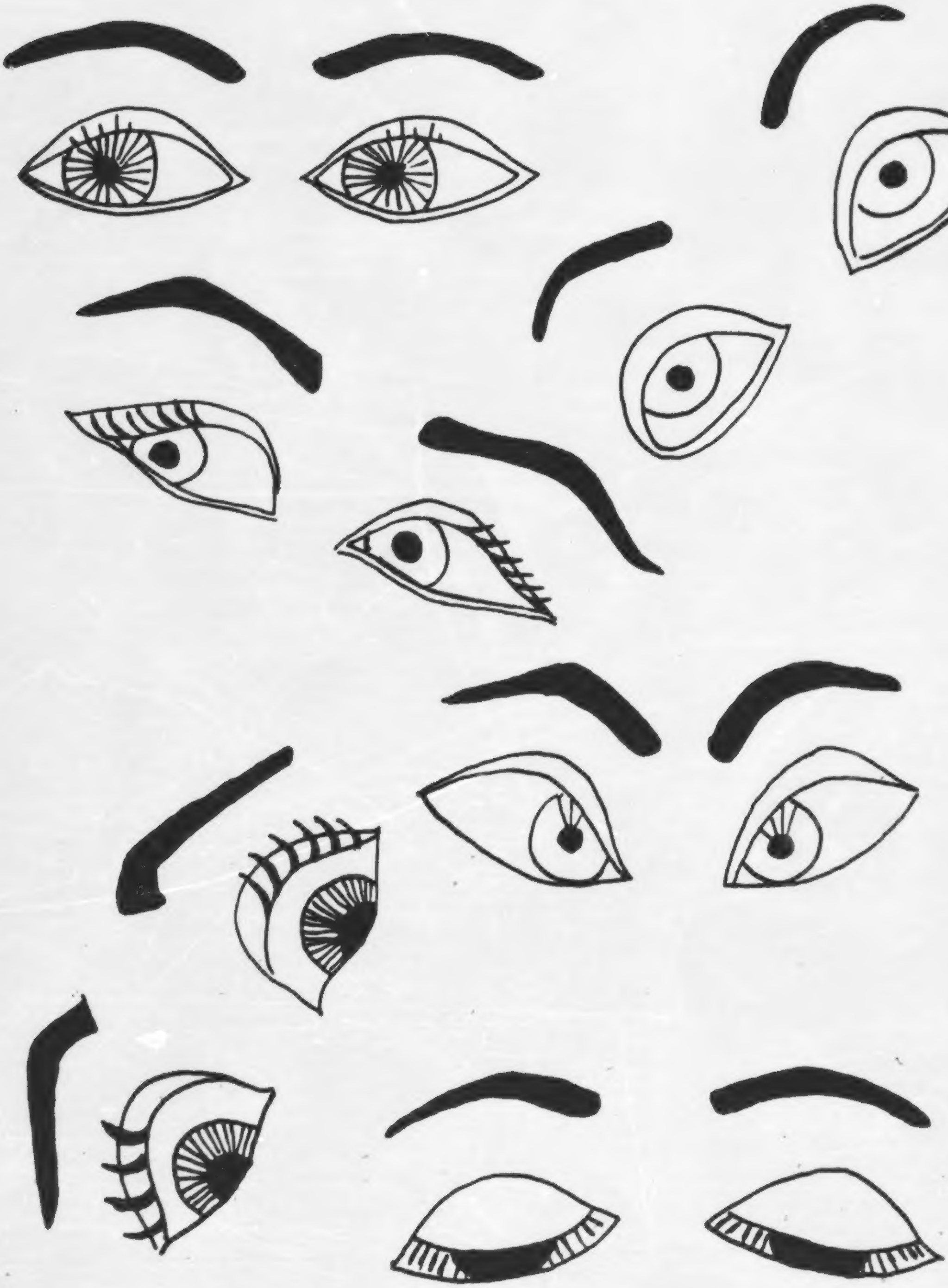


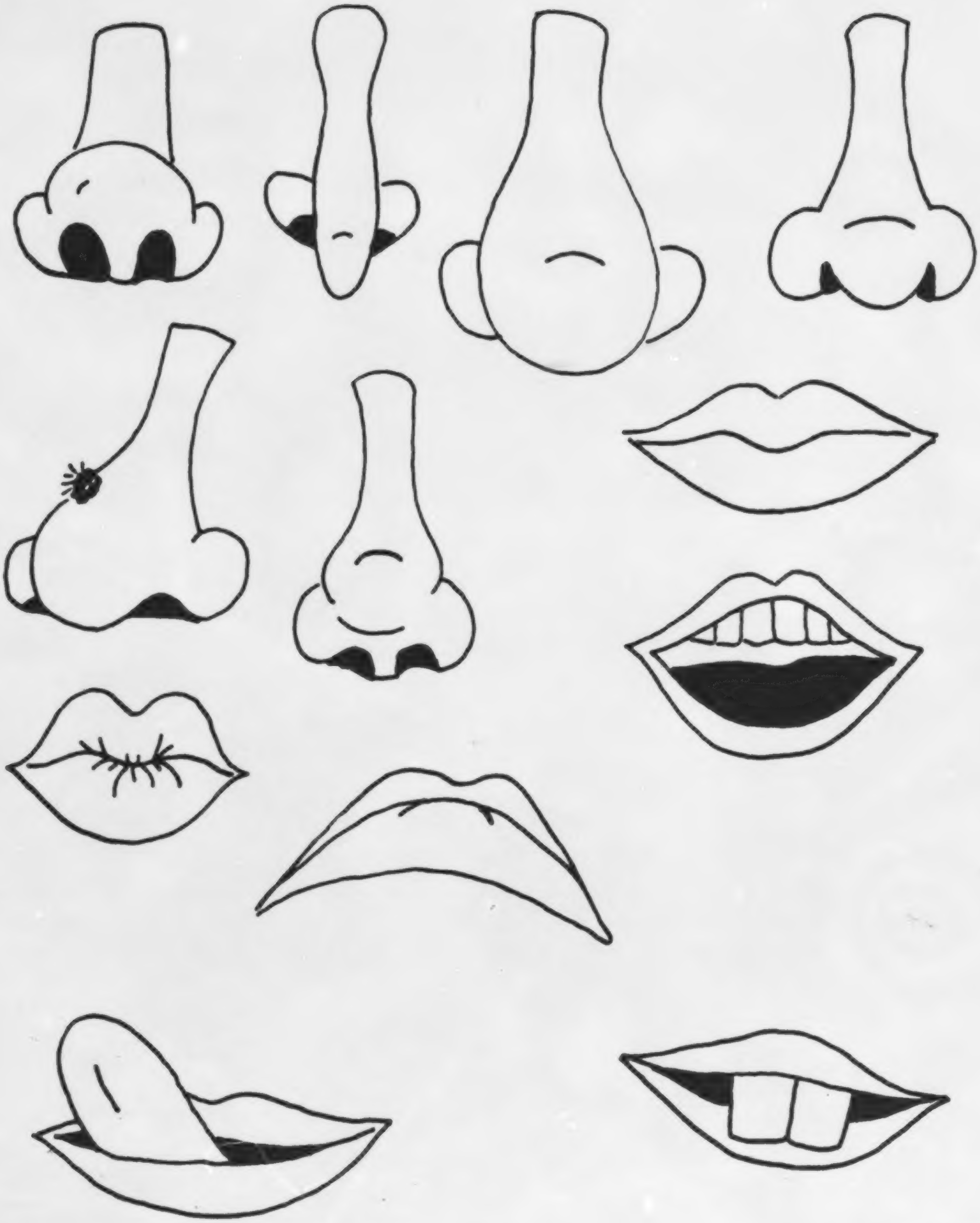
Nombre ______________________

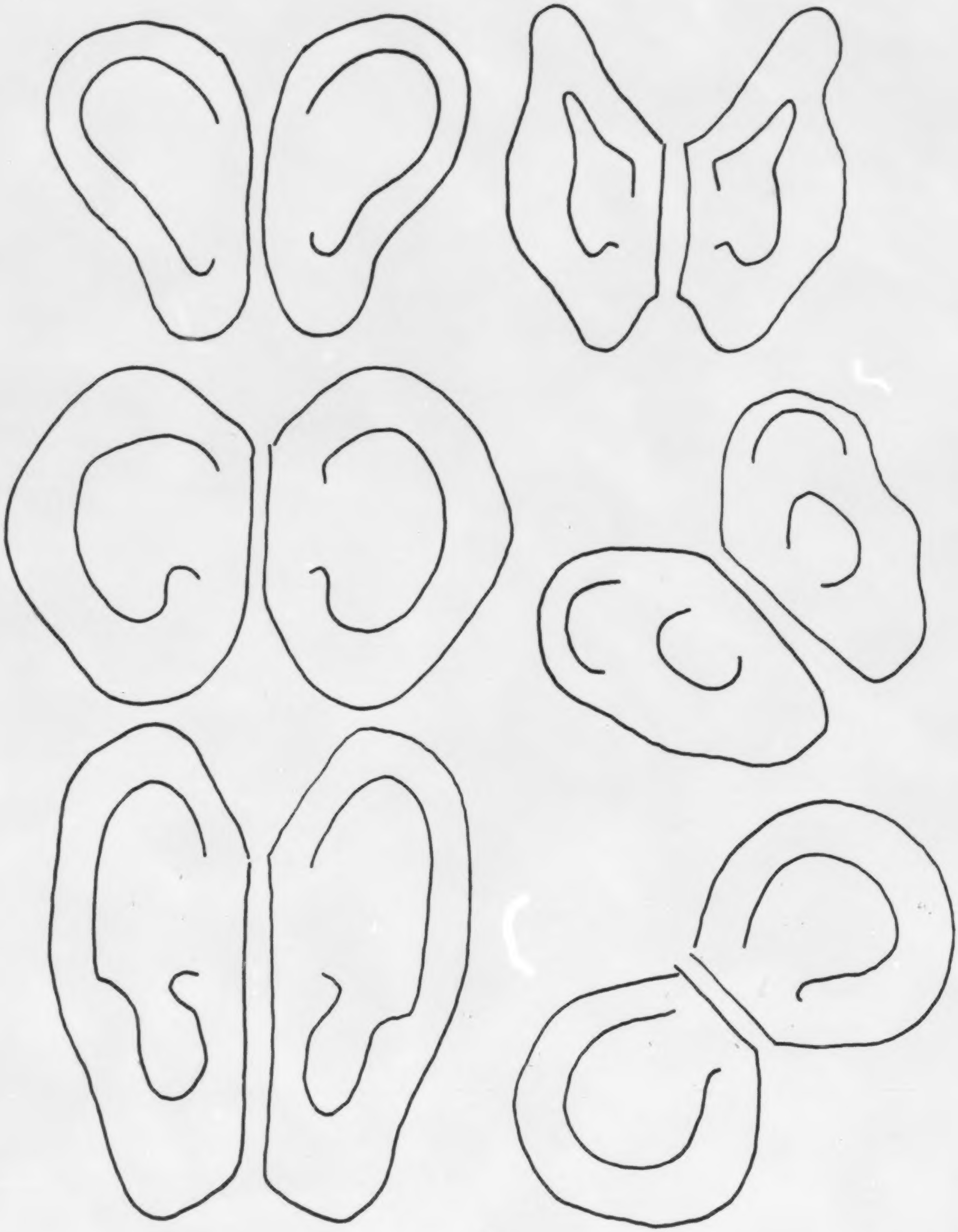


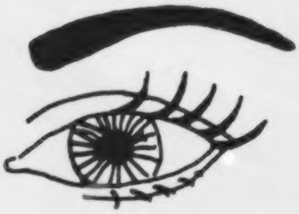
orejas
nariz
boca

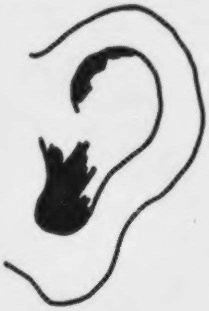
cabeza
ojos
pelo

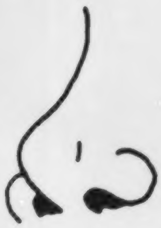


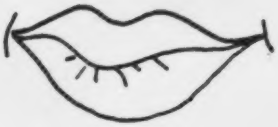


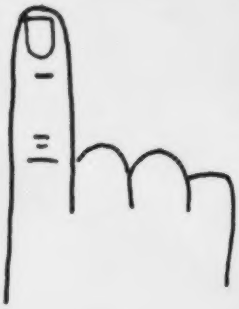


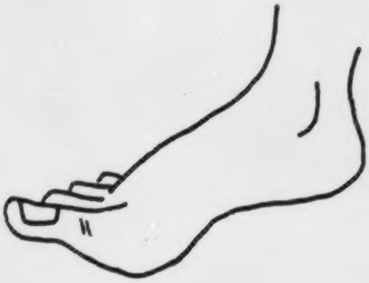


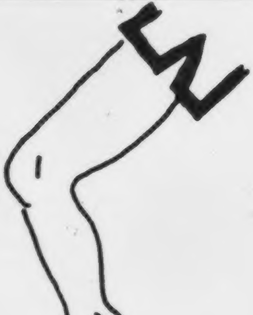


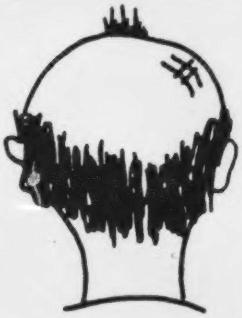


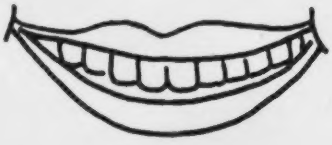


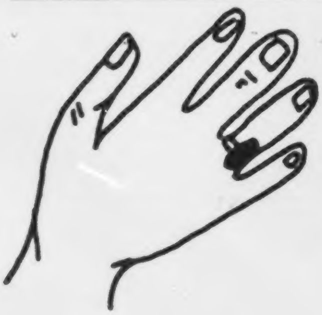


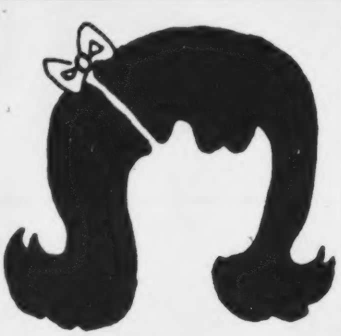


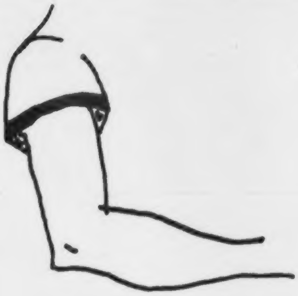




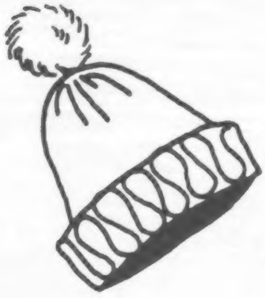


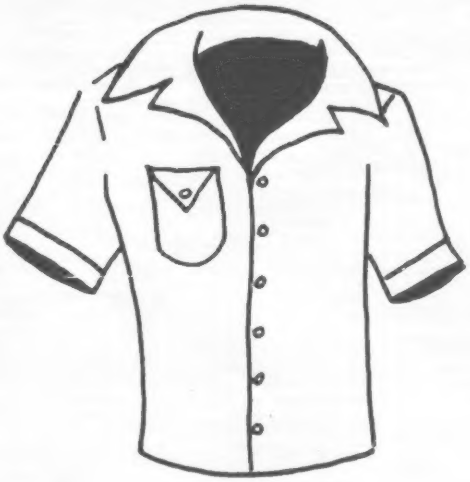


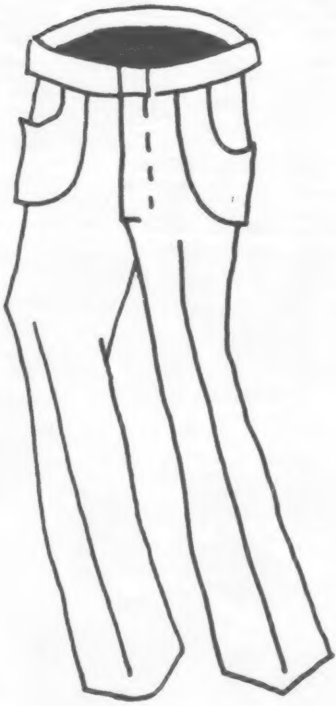


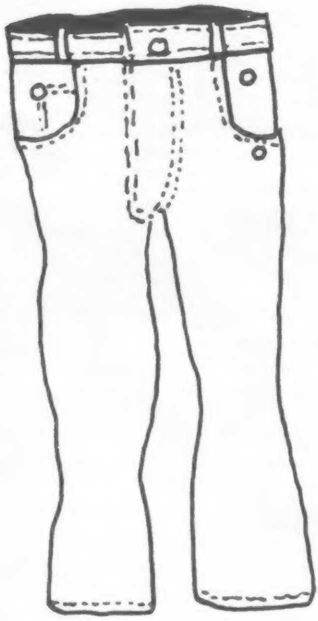


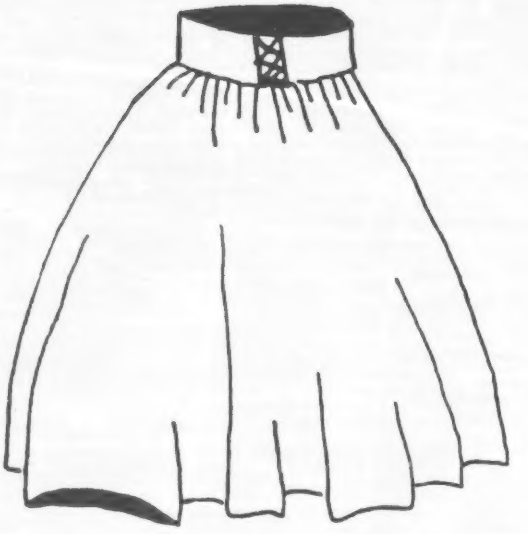
el ojo	la oreja	la nariz
la boca	el dedo	el pie
la pierna	la cabeza	los dientes
la mano	el pelo	el brazo

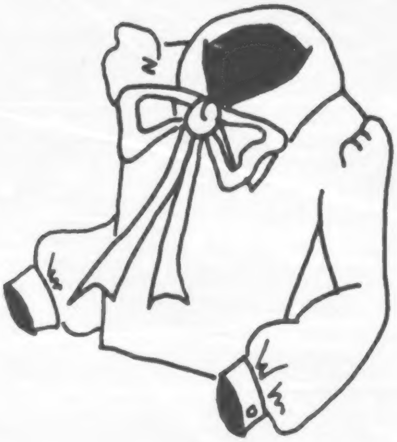


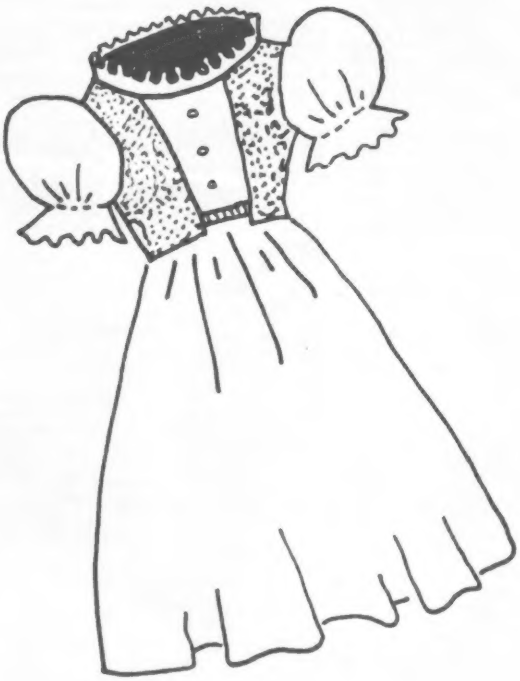


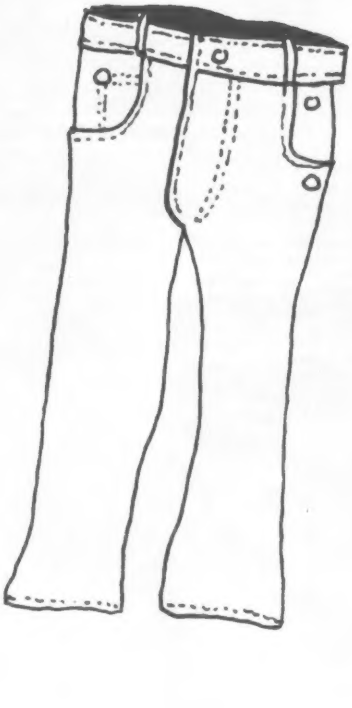








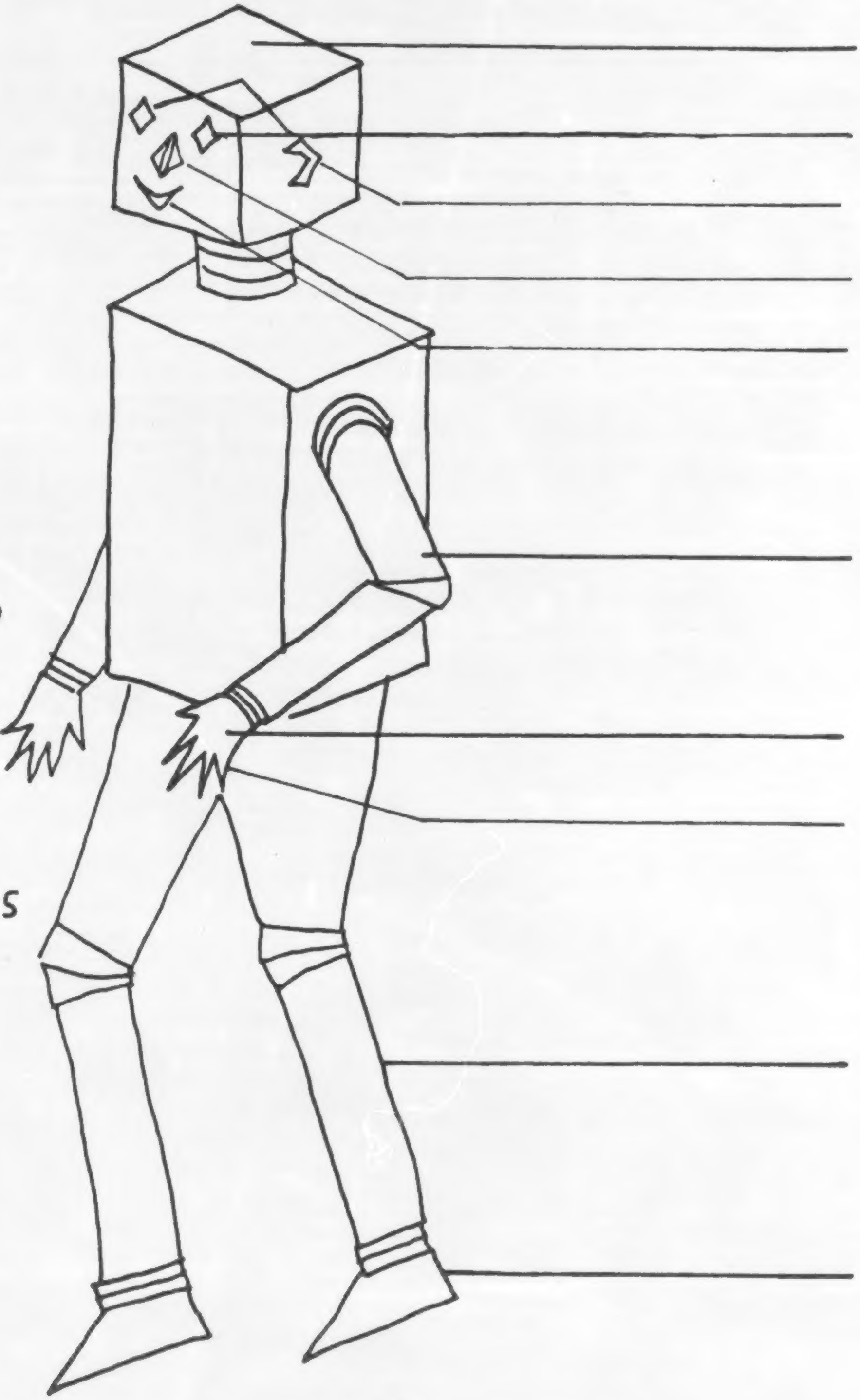




El hombre mecánico

Nombre____________________

- la pierna
- los ojos
- la mano
- el pie
- la nariz
- el brazo
- la cabeza
- la boca
- las orejas
- el dedo



los ojos

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el pie

la

cabeza

la

mano

la

boca

las

orejas

V-25

el

brazo

la

nariz

el

dedo

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el

pelo

V-27

los dientes

la pierna

✓ V-28